

WITH KEY

RICHARD SIDE AND GUY WELLMAN

GRAMMAR
AND
VOCABULARY
for
CAMBRIDGE ADVANCED
AND PROFICIENCY

FULLY UPDATED FOR THE REVISED CPE



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Syllabus map

Unit one

page 16

Grammar Problem tenses

THE BASICS

Perfect tenses; continuous tenses; the future

Vocabulary

- 1 **Present Perfect** Present Perfect with other tenses; common phrases
- 2 **Other Perfect forms** Past Perfect / Future Perfect; Perfect infinitives and -ing forms
- 3 **Continuous forms** Perfect Continuous; Past Continuous for plans, polite requests; Continuous infinitives; Perfect Continuous passive
- 4 **The future** Future forms; *will* in time and *if*-clauses; common phrases to refer to the future
- 5 **Stative verbs** Uses in Continuous and non-Continuous tenses
- 6 **Collocation** Meaning; grammatical forms; fixed and open

Unit two

page 32

Grammar Passives

THE BASICS

Form of, and reasons for using, the passive

Vocabulary

- 1 **Agents and objects** Mention of agents; verbs with two objects; limitations of passive
- 2 **Infinitives and -ing form passives** Infinitives after certain passive verbs; passive infinitives; report verbs
- 3 **Get and have** Causatives; *Get + -ed*; *I've had my car stolen*, etc.
- 4 **Transitive to intransitive** Changing subject without using passive; meanings of ergative verbs
- 5 **Verbs common in the passive** Verbs with no agent; -ed adjective or passive?; prepositions with passives; phrasal verbs
- 6 **Phrasal verbs** Prepositions and particles; position of object; prepositions after passives

Unit three

page 48

Grammar Modal verbs 1

THE BASICS

Basic grammar; main uses of modals 1

Vocabulary

- 1 **Predicting** Certainty; possibility; expressing opinions
- 2 **Truth and possibility** True / untrue; expressing opinions; giving reasons; expressing annoyance
- 3 **Necessity, duty, advice** *Must*, *have to*, *should*, *needn't*, *don't have to*, etc.; other verbs for necessity and advice
- 4 **Possibility, probability, certainty** Likelihood: *bound to*, etc.; improbability
- 5 **Obligations** Legal / institutional, moral, personal obligations; freedom of choice

Unit four

page 62

Grammar Modal verbs 2

THE BASICS

Main uses of modals 2; key difficulties with meanings; alphabetical list of modals

Vocabulary

- 1 **Intention, willingness, frequency, habit** Intention / refusal; offers / requests; frequency
- 2 **Ability, permission** *Can / Could* v. *was / were able to*; theoretical possibility; permission; register
- 3 **Should; modals in the past** Special uses of *should*; modals in the past; modal Perfects
- 4 **Frequency** Adverbs and phrases; adjectives; habits and trends
- 5 **Ability, quality and achievement** Dependent prepositions; collocation; connotation; metaphor

Unit five

page 80

Grammar Subjunctives and Unreal Past; conditionals

THE BASICS

Subjunctives; Unreal Past; conditionals; alternatives to *if*; *when* and *if*

Vocabulary

- 1 **Subjunctives and Unreal Past** Present and Past subjunctive; Unreal Past
- 2 **Real conditionals** Verb forms; *will / won't* in *if*-clauses; mixing time references; false conditionals
- 3 **Unreal conditionals** Verb forms; *would* in *if*-clauses; *If... are to / were to*
- 4 **Unreal Past conditionals** Verb forms; *would have... would have*; omitting *if*, etc.
- 5 **Prefixes** Functions and meaning; prefixes in non-existent words
- 6 **Suffixes** Forming nouns; suffixes and part of speech; changes to stems; with multiple suffixes; suffixes that have meaning

Unit six

page 100

Grammar Linking clauses

THE BASICS

Types of clause; reasons for use; position

Vocabulary

- 1 **Time and reason** Time clauses: *Ever since*, etc.; Reason clauses: *because*, etc.
- 2 **Result and purpose** Result clauses: *so*, etc.; Purpose clauses: *in order to*, etc.
- 3 **Concession clauses** Background information; unexpected contrast; Position of linking words
- 4 **Purpose and effect** Purpose / intention; cause and effect
- 5 **Compounds** Noun + noun; adjective + noun; adjective + adjective; other combinations

Unit seven

page 114

Grammar Adjectives and adverbs

THE BASICS

Position of adjectives and adverbs; adverbs from adjectives; adverbial phrases

Vocabulary

- 1 **Adjective structures** Adjectives after nouns; structures after adjectives; *late, lately*, etc.
- 2 **Inversion** After negative adverbs; uses
- 3 **Making comparisons** Comparatives; similarities; double comparatives; preferences; *as / like*; *as if / though*
- 4 **Sentence adverbs** Definition; uses
- 5 **Differences and similarities** Collocation; synonyms; modifiers; linking phrases; idiomatic phrases

Unit eight

page 128

Grammar Nouns and articles

THE BASICS

Countable / uncountable; *a / an, the* or no article; other determiners

Vocabulary

- 1 **The or no article** *The* with nouns always singular; nouns without articles; general or specific; adding *the*
- 2 **Singular, plural, uncountable** Always plural; uncountable with *-s*; collectives; *There is / are*; uncountable or countable
- 3 **Classifying** Referring to groups: plural, *the, a / an*; special groups
- 4 **Adjectives and verbs as nouns** *The unemployed, the supernatural*, etc.; gerunds with / without *the*
- 5 **Singular, plural and uncountable** Common phrases: *on foot, in all weathers*, etc.
- 6 **Phrasal verbs** Meanings; meaning of particles

Unit nine

page 144

Grammar Determiners and pronouns

THE BASICS

Pronoun v. determiner;
using determiners together;
singular, plural, uncountable;
common phrases

Vocabulary

- 1 **All, both, the whole, neither, either, no, none** Uses; common phrases
- 2 **Each and every** Differences in meaning / use; singular / plural; common phrases
- 3 **One(s), another, other(s), one another, each other** Uses; common phrases
- 4 **Quantifiers: much, many, (a) few, etc.** Articles; use in negatives / questions; formality; common phrases
- 5 **Any, some, somewhere, anywhere, etc.** Uses; common phrases
- 6 **Groups of and parts of** Describing groups; informal phrases; collocation
- 7 **Amount and extent** Extent and degree; words expressing quantity

Unit ten

page 162

Grammar Noun clauses

THE BASICS

Definition; types; position

Vocabulary

- 1 **That-clauses** After nouns / adjectives / report verbs; as subject; omitting *that*; comparison with relative clauses
- 2 **Wh-clauses** Uses; with prepositions; with infinitives; *whether* and *if*; exclamations
- 3 **To-infinitive and -ing clauses** Sentence position; differences; adding subjects; common phrases
- 4 **Reference: this, that, these, those; such; so** Time / distance; referring back; common phrases
- 5 **Reference words and phrases** Types of reference: specifying, arranging, focusing, referring forward and back, etc.
- 6 **Lack, shortage and excess** The haves; the have-nots

Unit eleven

page 182

Grammar Relative clauses

THE BASICS

Defining / non-defining
relative pronouns; position
of pronouns

Vocabulary

- 1 **Words used with relative pronouns** Prepositions; relatives after pronouns / determiners / *wh*-words
- 2 **Omitting relative pronouns** When to omit; replacing clauses; descriptive clauses
- 3 **Nominal relative clauses** Definition; uses; followed by *to*-infinitive; *what* before a noun; contact clauses
- 4 **Nouns from phrasal verbs** Position of particle; noun v. phrasal verb
- 5 **Problems and solutions** Facing problems, finding solutions, etc.; collocation; idiomatic phrases

Unit twelve

page 196

Grammar Emphasis

THE BASICS

Stress / intonation; stronger words; repetition; sentence adverbs; passives; other grammatical changes

Vocabulary

- 1 **Fronting** Definition; uses; fronting noun clauses; introduction phrases
- 2 **Introductory *there* and *it*** Dummy subjects; *it* + clause / report verb; referring forward
- 3 **Emphasis using *what*, *all* and *it*** *What / All I am going to do is...* etc.; *It was Tim who ran into the office.*
- 4 **Nominalisation** Definition; uses; *have a talk*, *make a comment*, etc.
- 5 **Intensifying and emphasising** Adjectives; collocation; adverbs of degree; exaggeration; adverbials, etc.
- 6 **Negotiating and decision-making** Not giving in; weighing things up; giving in

Unit thirteen

page 212

Grammar Reported speech

THE BASICS

Grammar / vocabulary changes; orders / questions; flexible changes

Vocabulary

- 1 **Tenses in reported speech** Tenses of report verb; reporting past / present tenses; reporting modal verbs
- 2 **Report structures** Types of clause; infinitive and *-ing*; impersonal reports; summarising; personal comments
- 3 **Communication and interpretation** Ways of speaking; phrasal verbs; idiomatic phrases
- 4 **Metaphor** Single words; compound adjectives and nouns; idiomatic phrases

Unit fourteen

page 224

Grammar Verb complementation 1

THE BASICS

Transitive / intransitive; structures after verbs; link verbs

Vocabulary

- 1 **Reflexive and reciprocal verbs** Use; verbs always / commonly reflexive; meaning changes
- 2 **Verbs + *that*-clauses and adjectives** Verb + *that*-clause; verb + describing noun / adjective
- 3 **Verbs + prepositional / adverbial phrases** Verbs of movement / position; verb + phrase / + adverb / + way
- 4 **Dependent prepositions** Verb / adjective / noun + preposition; prepositional phrases
- 5 **Expressing knowledge and belief** Collocation; common phrases

Unit fifteen

page 238

Grammar Verb complementation 2

THE BASICS

Using two verbs; preposition + *-ing*

Vocabulary

- 1 **Verbs followed by *-ing* or infinitive** Differences; perfect *-ing*; verb + *-ing* or bare infinitive
- 2 **Verbs followed by infinitive** Verb + *to*-infinitive / *to be* / Perfect Infinitive / *for* + object; bare infinitive
- 3 **Verbs followed by *as*** Defining a role or function; *as* + noun / adjective; defining objects; similar structures
- 4 **Competition, opposition, disagreement** Collocation; word formation; prepositions
- 5 **Starting and ending** Common phrases; phrasal verbs

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Introduction

ABOUT THIS BOOK

Who is this book for?

This book is for any advanced student of English but it is particularly relevant to people studying for the Cambridge Certificate in Advanced English (CAE) or the Certificate of Proficiency in English (CPE) exams. We assume that anybody using this book has a reasonable knowledge of and ability to use English, at least up to Cambridge First Certificate standard.

What sort of grammar is in this book?

This book covers the main areas of English grammar at advanced level and concentrates on areas you need to pass the exams. It looks, for example, at verb and noun structures, adverb and adjective structures, and ways of linking complex sentences and texts. It also provides information on style and register, for example whether some structures are more typical of written or spoken English. Grammar and vocabulary are obviously important in all areas of the advanced exams but are most explicitly tested in Paper 3 – Use of English (called English in Use in CAE). The cloze test (see p.14 below) in particular frequently tests grammatical areas such as determiners (see Unit 9), relative clauses (Unit 11), and auxiliary verbs in Perfect and Continuous tenses (Unit 1), passives (Unit 2) or modal auxiliaries (Units 3 and 4). The key word transformations (see below) can include noun clauses (Unit 10), aspects of emphasis (Unit 12) or reported speech (Unit 13) as well as vocabulary items. Other areas of grammar, such as articles (Unit 8), may cause more difficulty in Paper 2 – Writing. The practice exercises in the book reflect this.

What sort of vocabulary is in this book?

At advanced level, there is an enormous amount of vocabulary to learn. No book can hope to cover it all. It is also much more difficult to predict vocabulary which will occur in the exams. This book focuses on areas of vocabulary that are useful in a wide range of situations, e.g. agreeing and disagreeing, frequency, problems and solutions, starting and ending, etc. Words that combine frequently with others are a particular focus. This

involves a consideration of collocation (see Unit 1.6) as well as what grammatical structures we can use with certain words. We also look at word formation (see Unit 5, Sections 5 and 6, as well as other Sections) as these are tested explicitly in both exams. Each Unit has two Sections dedicated to vocabulary, but there is also a lot of vocabulary in the Grammar sections: groups of words often share similar grammatical patterns, e.g. verbs that are commonly followed by *that*-clauses or *to*-infinitive structures (see Unit 14.2), or verbs that are commonly followed by *it* + clause (see Unit 12.2). The Sections often end with examples of common phrases and idioms which use the grammatical structures. Vocabulary sections complement the preceding Grammar sections where possible, whilst others deal with separate topics. The Syllabus map (pages 6–9) shows this. Some of the grammar or vocabulary in the book may be formal or used in limited contexts, though language that would normally be considered specialised, such as legal or technical jargon or academic or literary usage, is not included because it is not tested in the exams.

How can I use this book?

There are many different ways to use this book. You can use the **Contents**, **Index** or **Syllabus map** to look up a particular area of grammar or vocabulary that you want to study. Or, you may want to study complete Units in the order in which they appear. Several options are available to you. References within the Sections will point you in the direction of explanations of related areas of grammar or vocabulary in other Sections or Units.

THE ENTRY TEST

Each Unit begins with an **Entry test**. Each exercise in this test is related to one of the Grammar sections within the Unit. If you have difficulties with an exercise, there is a cross-reference to the relevant Section which will provide all the explanation and practice you need. On the other hand, if you find the exercise easy, it may mean that you are perfectly competent in that area of grammar and you may wish to ignore that Section.

THE BASICS

The Basics provides a summary of the grammar which students in advanced classes should already be familiar with. For example, with relative clauses (see Unit 11) you should already know about the

differences between defining and non-defining relative clauses – these are summarised in The Basics. The *Watch Out!* boxes highlight areas that often continue to cause difficulty. If you have any difficulties with the points covered in The Basics, look at *Grammar and Vocabulary for First Certificate* by Luke Prodromou (Longman).

THE GRAMMAR SECTIONS

Each Unit has between two and five **Grammar sections** which deal with aspects of a particular area of grammar. These Sections contain explanations and descriptions with many example sentences. The page ends with a short exercise so that you can check whether you have understood the main grammar points.

PRACTICES

The right-hand page has related practice exercises. The first practice is always a straightforward test of understanding the main grammar points in the Section; the later practices are more complicated and reflect the level and style of the advanced exams. The last exercise in each Section is in the exam format of either CAE or CPE. These practices can be done in class or for homework. If you are doing them in class, you may want to discuss your answers with other students or with your teacher before checking the correct answers in the **Answer key** at the back of the book (in 'with Key' editions). Discussion helps everybody understand and remember the main facts or issues.

THE VOCABULARY SECTIONS

Each Unit has two **Vocabulary sections**. These deal with a particular area of vocabulary such as words connected with differences and similarities (see Unit 7.5) or competing (see Unit 15.4). Lexical areas such as collocation, word formation, phrasal verbs, prepositions and idiomatic phrases are also covered, specifically in particular Sections and generally in other Vocabulary sections. There are several short Pre-practices within the explanations. The main Practice exercises contain much of the vocabulary presented in the explanations but also add other related items. There are several short Pre-practices within the explanations to help you understand the main points being made.

THE EXAM PRACTICES

At the end of each Unit there is an **Exam practice** which revises the grammar and vocabulary in the

whole Unit using CAE and CPE-type exercises. Each paper has the same score so that you can monitor your general progress as you work with different Units.

THE PROGRESS TESTS

After Units 5, 10 and 15 there are **Progress tests** in CAE and CPE-exam format. They revise the grammar and vocabulary of the previous five Units together with any other previous Units.

Will I pass the exams if I do everything in this book?

One textbook is never enough to become fluent. We recommend that you read widely in English (books, magazines, newspapers...) as well as take every opportunity to listen to English (satellite television, film, radio...) and speak the language, so that you can use it naturally and easily. Everybody can learn a language (we have all already learned at least one!), but it takes time, patience and hard work.

ABOUT THE EXAMS

What level are CAE and CPE?

CAE is an advanced exam at a level between Cambridge First Certificate in English and CPE. It is recognised by many British Universities for English Language entry requirements at undergraduate level. CPE is more widely recognised for the same purpose as well as being a qualification in many countries to teach English. A pass at CPE is an indication that you should be able to follow lectures in English, write essays, understand the books you need to read, and contribute effectively in undergraduate seminars and classes. In other words, it is quite a high level. For both exams, grades A, B and C are passes. D is a narrow fail and E is a fail.

What do the exams consist of?

Both exams consist of five papers. The first three papers are normally taken on the same day. Papers 4 and 5 may be on different days within a week or two of the other papers.

PAPER 1 – Reading

CAE – (1 hour 15 mins)

There are four parts, each followed by a number of reading tasks aimed at testing your understanding of gist, main points, text structure or specific meaning, deducing meaning or recognising opinion/attitude. There is a total of approximately 50 questions.

CPE – (1 hour 30 mins)

There are four parts, some with a number of short texts and others with one longer text. The first part consists of three short gapped texts followed by multiple choice vocabulary questions. Each of the remaining three parts has different reading tasks with similar aims to those of CAE. There is a total of 40 questions.

PAPER 2 – Writing

CAE – (2 hours)

You must complete two writing tasks, each of approximately 250 words. The first, compulsory, task involves writing a letter, report, article, etc. in response to written information, which may include articles, letter, messages, notes, etc. Sometimes you will be asked to complete two pieces of writing on the same topic, for example an article and a short letter. For the second task you can choose from four possibilities. You must write a letter, a proposal, a review, a report, an article or an essay, according to the instructions. One question is always about your work place.

CPE – (2 hours)

You must complete two writing tasks, each of 300–350 words. The first, compulsory, task involves writing a letter, article or essay written in response to a short text. For the second task you can choose from four possibilities. You must write a letter, a proposal, a review, a report, an article or an essay, according to the instructions.

PAPER 3 – Use of English (CPE); English in Use (CAE)

CAE – (1 hour 30 mins)

There are six tasks: a multiple choice cloze which focuses on vocabulary; an open cloze which focuses on grammar and vocabulary; an error correction task which focuses on grammar and vocabulary or on spelling and punctuation; a word formation task; a register transfer (changing formal language to informal, or vice versa); and a gapped text which focuses on the structure, meaning and grammatical and lexical cohesion of a complete text.

CPE – (1 hour 30 mins)

There are five tasks: an open cloze which focuses on grammar and vocabulary; a word formation task; gapped sentences which focus on vocabulary, particularly collocation; key word transformations which focus on grammar and vocabulary; and a text followed by comprehension questions and a summary writing task.

PAPER 4 – Listening

CPE – (approx. 45 mins)

CAE – (approx. 40 mins)

Both CAE and CPE Listening papers consist of four parts. You will listen to recordings of different spoken situations such as conversations, interviews, extracts from radio programmes, recorded telephone messages, etc., and complete a variety of matching, completion and multiple choice tasks aimed at testing your understanding of specific information, gist, attitude, main points and detail. You may hear a variety of accents, corresponding to standard variants on English native speaker accent.

PAPER 5 – Speaking

CPE – (approx. 15 mins)

CAE – (approx. 19 mins)

In both CAE and CPE, for the speaking exam there will be two (occasionally three) candidates and two examiners. One examiner acts as both interlocutor and assessor and manages the exam by asking questions or providing prompts for you to talk about. The other examiner acts as an assessor and does not join the conversation. You will discuss things both with the other candidate(s) and with the interlocutor. The assessors will be listening to your pronunciation, fluency, range of vocabulary, grammatical accuracy and general ability to hold a natural conversation in English.

What types of exam questions are practised in this book?

The grammar and vocabulary in this book is useful for all questions in both exams. However, we focus particularly on those questions in the Reading and Use of English Papers (Papers 1 and 3). In addition, a few questions are based around the Writing tasks in Paper 2. The question types we concentrate on are as follows:

CAE

PAPER 3 English in Use

Part 1 Multiple choice cloze

A text containing 15 gaps followed by 15 multiple choice options. The main focus is on vocabulary:

It never (1) to amaze me how many films are (2) by the critics as a load of rubbish but go on to achieve considerable commercial success, flying in the (3) of such criticism. In fact it is the exception rather than the (4) when critics and (etc.)

- 1 a stops **b** ceases c ends d finishes
2 a considered b complimented **c** counted **d** panned
3 a face **b** wind c variance d plane
4 a acceptance **b** rule c reception d law

(Answers: 1 b; 2 d; 3 a; 4 b)

Part 2 Open cloze

A text in which 15 words are missing. They are often 'grammatical' words such as articles, pronouns, auxiliary verbs, determiners, etc., or linking words (*and, although, However*, etc.). The missing words may also test collocation or prepositions:

Fill each of the numbered blanks in the passage with **one** suitable word.

THE HERRING GULL

The herring gull's ability to eat almost (1), from fish to the young of its own kind, has made it one of the (2) species in Britain to be actually thriving at this time. Its (3) have multiplied in recent years because of ... (etc.)

(Answers: eat almost (1) *anything* from fish to... one of the (2) *few* species... etc.)

Part 3 Error correction

A text containing errors as specified in the instructions. There are usually lines with extra words, misspellings or punctuation errors. In this book we concentrate on the examples with extra words:

1 In most lines of the following text, there is one unnecessary word. It is either grammatically incorrect or it does not fit in with the sense of the text. For each numbered line 1–16, write the unnecessary word in the spaces. Some lines are correct. Indicate these with a tick (✓). The exercise begins with two examples.

There is a very outspoken group of people who want to ban hunting wild animals. Their argument is such that killing animals

✓

such

- 1 is cruel and unnecessary, while especially in those cases where
2 animals are hunted more for sport than for eating or for purposes

while

✓

Part 4 Word formation

Two short texts with gaps that must be filled with an appropriate word formed from the 'stem' word given at the end of the line. Generally, one text has 7 gaps and the other 8. See CPE word formation below for example.

Part 6 Gapped text

A text with gapped phrases or sentences, followed by a list of ten options. You must select the correct options to complete the text:

Read through the following text and then choose from the list **A to J** the best sentence given below it to fill each of the spaces. Each correct sentence may only be used once. Some of the suggested answers do not fit at all. The exercise begins with an example (0).

Shortly after winning his fourth Olympic gold medal in 1996, the rower Sir Steven Redgrave famously said: 'Right, that's it. If anyone sees me anywhere near a boat again, they have my permission to shoot me.' (0) **D**. Four years later, at the age of 37, he won his fifth gold in Sydney, Australia. (1) **C** After this victory, it was his wife's quote that hit the headlines: 'It's us (his family) or the boat'.

(2) **A** All top sportsmen have to make sacrifices and regularly force themselves through one pain barrier after another. (3) **B** The other members... (etc.)

- A** Even so, it took some weeks for him to announce his retirement.
B Very few, though, go through the mental and physical hell that is a rower's training schedule.
C This despite being a diabetic whose medical problems would have been enough for an ordinary mortal let alone a top sportsman.
D However, that was far from being it.

CPE

PAPER 1 Reading

Part 1 Lexical cloze

There are three short texts. Each contains six gaps and is followed by six multiple choice options:

Read the two texts below and decide which answer (a, b, c or d) best fits each gap.

There are a few things to keep in mind when planning the perfect picnic. It cannot be (1) enough that the whole point of a picnic is that everything should be easily portable, both food and seats. There should be a (2) supply of food and drink for everybody.

- 1 **a** overestimated **b** pinpointed **c** stressed **d** focussed
 2 **a** plentiful **b** fruitful **c** productive **d** passable

PAPER 3 Use of English

Part 1 Open cloze

A text with 15 gaps. This works in the same way as the CAE Open cloze (see above).

Part 2 Word formation

A text containing ten gaps. Each gap corresponds to a word. The 'stems' of the missing words are given beside the text and must be transformed to provide the missing word:

Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line.

The board was coming under intense (1) to take action, **(1) PRESS**
 there seeming to be (2) **(2) RECONCILE**
 differences between the two sides in the dispute. The figures the board had were so at (3) **(3) VARY**
 with what the workers submitted etc.

(Answers: *pressure, irreconcilable, variance*)

Part 3 Gapped sentences

Each question contains three different sentences, each containing one gap. The gapped word is the same in all three sentences. You must write the word that fits all three:

I think it's probably a question of over matter.
 I don't suppose he would if you borrowed his bicycle.
 I don't standing down, if you think that's best.

(Answer: *mind*)

Part 4 Key word transformations

Each question contains a sentence and a key word. You must re-write the sentence using the key word. You are given the opening and closing words of the new sentence. You can use between three and eight words to complete the sentence, including the key word:

In my view you are responsible for our losses.

hold

I lost.

(Answer: *I hold you responsible for what we have lost.*)

What about the other exercises and papers in CAE and CPE?

In addition to the above tasks, you will need to be able to recognise and use a wide range of grammar and vocabulary in order to:

- understand the reading passages in Paper 1
- write letters and compositions in Paper 2 and the summary writing in CPE Paper 3
- understand what is being said in Paper 4
- understand and speak to the examiner and other candidates in Paper 5.

The grammar and vocabulary in this book will be a great help.

Problem tenses

Entry test

- 1 Put the verbs in brackets into a suitable form.

EXAMPLE: This (be) the first time I've had to work all through the night.

This is the first time I've had to work all through the night.

- a Most of us have been salesmen since we (leave) university.
.....
- b I (stay) with friends for the last few weeks while I try to find a flat.
.....
- c That's the first time I (ever get) really angry with him.
.....
- d We'll make the final decision when we (all finish) reading the report.
.....
- e I've yet (see) a better player than Michael Owen in this competition.
.....

SCORE

FOR PRESENT PERFECT, SEE SECTION 1.

- 2 Fill each of the blanks with a suitable word or phrase.

EXAMPLE: As soon as he saw *what had* happened, he switched off the electricity.

- a When I started working for this company, I an architect for six years.
- b She'd studying marine biology but she finally decided on geography.
- c They on the road for a mere five minutes when they had a puncture.
- d I don't recall in such a situation before.
- e My intention is finished my studies by June.

SCORE

FOR FUTURE PERFECT, PAST PERFECT AND OTHER PERFECT FORMS, SEE SECTION 2.

- 3 Fill each of the blanks with a suitable word or phrase.

EXAMPLE: I *have been* writing this composition all evening.

- a What doing with yourself over the last couple of days?
- b I to fix the engine all morning, but finally had to admit defeat.
- c Next summer, I living here for ten years.
- d He claimed to meaning to tell me about it but somehow forgot.
- e I was asking her if she'd like to come to the races on Saturday.

SCORE

FOR CONTINUOUS TENSES, SEE SECTION 3.

- 4 Fill each of the blanks with a suitable word or phrase.

EXAMPLE: Look out! We're *going* to hit the car in front!

- a At this rate, we're exhausted by the time we finish.
- b The minute the train standstill, get on and try to find a seat.
- c By next December, he working there for eighteen months.
- d They claim to be on of achieving everything they set out to do.
- e We were just about the house when Sue called.

SCORE

FOR FUTURE FORMS, SEE SECTION 4.

TOTAL SCORE

THE BASICS

1 USES OF PERFECT TENSES

Present Perfect

We use Present Perfect to talk about things that took place:

- during a period that includes past and present:
They've been waiting here for an hour.
- in the past, but we're not saying exactly when:
Don't tell me he's bought another new car!
- in the past with an effect or result in the present:
I'm afraid I've forgotten my key. Can you let me in?
- meaning 'a short time ago', especially with just (American English uses Past Simple here):
She's just gone out.

Past Perfect

We use Past Perfect to talk about things that took place:

- before something else in the past (see Section 2.1):
I took the decision after I had spoken to John.
- during a period before an event in the past:
All day I'd been feeling nervous but the feeling vanished as soon as I saw her.

Future Perfect

We use Future Perfect to talk about:

- something that will be finished before a specified time in the future (see Section 2.2):
I'll have signed nearly a hundred letters by tonight.

For, since, already, yet, still, often, etc.

We often use Perfect tenses with these time words.

- Note important variations in their position:
We still haven't heard from Olga. We've still not heard from her. I haven't heard a convincing explanation of her absence yet. She's phoned already. She's already phoned.

2 USES OF CONTINUOUS TENSES

We use Continuous tenses to talk about activities:

- that are temporary and continuing over a period. Continuous tenses show that we either view the event as incomplete, or that we don't know or don't need to say when it started or finished:
We're studying Shakespeare at school at the moment. (= temporary activity during these weeks)
It was raining when we left the building. (= we don't

know or aren't interested in when the rain started or when it will finish)

- that are in the process of changing:
William's piano playing was improving every day.
I think I'm getting more forgetful as I grow older.
- that describe a short action, e.g. hit, knock, blink, the action is repeated rather than continuous:
I've been ringing him all morning but he never seems to be in.
- We often use Past Continuous and Past Perfect Continuous to set the background to narrative events. Because it may not be clear when the activity begins or ends, they give the impression you are arriving in the middle of a scene:
Jo had been working all morning and was now spending a happy half hour doing nothing more taxing than staring into space. She was looking forward to her holiday in Scotland in a few days' time.

3 EXPRESSING THE FUTURE

English does not have one future tense. Instead, we use other tenses and modal verbs to refer to the future (see Section 4):

- This time next week we'll be sitting our exams.* (= we'll be in the middle of them)
- When you arrive, you are to go straight to the registration desk.*

watch out!

We don't use Present Perfect when an exact past time is mentioned and there is no connection with the present:

- ✗ *We've been to London in 1997.*
- ✓ *We went to London in 1997.*

- But we can use Present Perfect if the period mentioned includes the past and present:
We've been here since half past six.
I haven't done much work today.
It's been raining for ages.
- We use Past Perfect for something that happened before something else. We can only use it with another Past tense:
I went to see him because his wife had asked me to.
- We omit will in time clauses (see Sections 1.4 and 4.2):
✗ *I'll phone you as soon as we will have arrived.*
✓ *I'll phone you as soon as we have arrived.*

SECTION I

Present Perfect

Present Perfect often combines with other tenses in the same sentence.

1 USES WITH OTHER PRESENT TENSES

We use Present Perfect with other Present tenses:

- with report/comment verbs or phrases (guess, imagine, suppose, etc.):
I reckon Gloria's been held up in traffic. Do you suppose they've forgotten they're meant to be here?
- with the phrase *This is / It's / That's the first / second / only, etc. time ...*:
This is the first time he's been late. It's the only time I've ever really got angry with him.
- when an event is unusual or unique in your life (often with a superlative and *ever* or *never*):
I've never met anybody who is so absent-minded.
(We use a Past tense to refer to somebody who is dead: *Princess Diana was the most extraordinary person I've ever read about.*)
- when commenting on the present results of something in the past (usually with *appear*, *seem*, *sound*, etc.):
He sounds as if he has run all the way here.
It seems they've already decided without consulting us.

2 USES WITH PAST TENSES

We use Present Perfect with Past tenses:

- to describe states or events that have continued since a time in the past (with *since*, *ever since*, etc.):
He's been a bit more careful since he had that warning.
Ever since I first heard it I've been trying to find a recording of that song.
- to describe long-term or repeated feelings and thoughts about past events:
I've often wondered why he decided to become a teacher. I've always felt we did the wrong thing when we took her on as an assistant.

3 USE WITH ANOTHER PRESENT PERFECT

We use Present Perfect with another Present Perfect:

- to describe two states that have existed since a time in the past:
Since I've known him, he's always worn the same sweater.

4 USE WITH FUTURE FORMS

In time clauses (after *when*, *as soon as*, *until*, *before*, etc.) we don't use *will*, and so the Future Perfect *will have done* is not possible. In these cases we use Present Perfect to refer to the future:

We'll continue the meeting when he's recovered his composure.

5 USE WITH SINCE AND YET

Note the position and emphatic uses of *since* and *yet*:

There was no news this morning but we've since learned that she's in Rome.

I haven't met anyone yet who can run as fast as him.
or: *I've yet to meet anyone who ...*

6 COMMON PHRASES

They've made it! (= They've succeeded) *I've had enough.* (= I'm fed up. I don't want to do any more)
You've had it! (= You're in trouble) *That's torn it!* (= You, we, etc. have done something that someone else will complain strongly about) *Now you've done it!* (= You've done something seriously wrong)
She's arrived. (= She's achieved fame, success, acceptance, etc. at last) *He's lost it.* (= He's lost his patience or self-control) *You've got me there!* (= Good point: I've no idea what the solution is)



? check

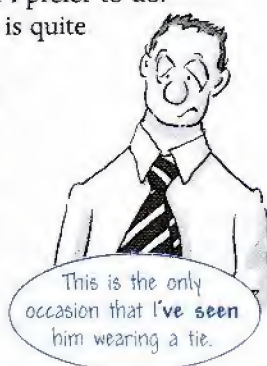
Correct these sentences.

- 1 It's the third time he missed a meeting.
- 2 As soon as he will finish, he's going home.
- 3 This is the best lasagne I ever have.
- 4 Since we've known each other, he always shows impeccable manners.
- 5 Since I've met her, I've never seen her lose her temper.

Practice

1 Tick (✓) the sentences that are correct. Correct those that are not.

- 1 Do you think Vicky's always known the truth about us?
- 2 That's been the second time you've forgotten to post something for me.
- 3 I haven't seen Peter since he begins seeing his new girlfriend.
- 4 Ever since we met, you never asked me what I prefer to do.
- 5 In all my life, I never spoke to someone who is quite so stupid.
- 6 I don't think Paul and Carol have seen much of each other of late.
- 7 This is the only occasion that I've seen him wearing a tie.
- 8 Since he's lived here, he was usually extremely friendly.
- 9 They'll join us after they'll get a bite to eat.
- 10 He says he hasn't yet come to a final decision.



2 Fill each of the gaps in this passage with one suitable word.

I've often (1) that Stefan's success as a teacher is due to his eccentricity as much as his knowledge of the subject. From the first time he ever (2) into a classroom, students have always loved him. They've probably (3) met anybody who displays such an extraordinary mixture of enthusiasm and great personal warmth. It (4) also probably the first time they've (5) somebody who always wears a leather jacket and a scarf even at the height of summer.

3 Fill each of the gaps in this passage with one suitable word.

'When did you really begin to feel at home here?' Paul asked.
'Oh, you've (1) me there!' John replied. 'Let's just say you won't feel you truly belong until you've (2) out with your colleagues and then made it up several times. Over the summer I've (3) it with all of them countless times, often over quite trivial things. I've lost (4) of the times I've said to myself – That's it! I've had (5)! But I come back the next day, time after time. I've often (6) why I do. As far as the boss goes, just wait until you make a major mistake. Your colleagues will go "Oooh, now you've (7) it!" or "Um, that's (8) it!", and the boss comes in and just smiles at you. Then you'll know you've (9) it. Then you'll definitely have (10)'

4 Fill each of the blanks with a suitable word or phrase.

Example: I'm not going to go out again until *the storm has* blown over.

- 1 I'll phone him just as soon as typing all these letters.
- 2 I looked for that book everywhere but I'm afraid across it yet.
- 3 This isn't the first time he away from home.
- 4 I spoke to Sylvia last night: she sounds had a hard time recently.
- 5 I went to the new pizzeria last night: it does the eaten.
- 6 I've never understood what football so popular.
- 7 Since he got home from the camp, he but sleep.
- 8 I've yet over the shock of seeing her there.

5 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

- 1 It's almost a year since I stopped smoking.
up
I ago.
- 2 Nobody has had sight of the boat for two days.
last
The boat two days ago.
- 3 Immediately we finish this, we'll join you.
minute
We'll finished this.
- 4 Bergkamp's goal is the most extraordinary I've ever seen.
yet
I've an extraordinary goal as Bergkamp's.

SECTION 2

Other Perfect forms

1 PAST PERFECT

Not always necessary

Past Perfect emphasises that we are talking about a period before a time in the past. If the time sequence is clear (e.g. because we use *after*), both Past Simple and Past Perfect are possible:

I got to work after Simon arrived / had arrived.

At other times Past Perfect is essential to understanding the sequence, and we often add *already*, *as soon as*, or *until*:

When I arrived, they'd already started. (= they started before I arrived) *When I arrived, they started.* (= I arrived before they started)

With definite time

Unlike Present Perfect, we can use Past Perfect with a definite time reference:

I arrived at nine o'clock but he had got there at eight.

With before

There is one exception to the time sequence rules on Past Perfect. When we use *before*, the verb in Past Simple can refer to something that takes place before the verb in Past Perfect. The first action may prevent the second from happening:

The waiter took my plate away before I'd finished eating.

I was blamed for it before I'd even had a chance to defend myself.

Unfulfilled plans

We use Past Perfect with report verbs and with *hope*, *intend*, *expect*, etc. to talk about plans that have not yet been fulfilled. *Had* is usually stressed in speech with this use:

I had hoped to talk to him but he was too busy.

I had thought of phoning him but decided against it.

2 FUTURE PERFECT

With by

We often use Future Perfect with the preposition *by* or the phrase *by the time* meaning 'at some point before the time mentioned':

It's taking her so long to write that book that by the time she's finished it people will have forgotten the incident it's based on.

Predicting

We can also use *will have done* to say what we think has probably happened:

There's no point phoning: they'll have gone out.

- We can use *should / ought to* or *may / might* instead of *will* if there is some uncertainty about the prediction of present or future:

I should have finished making this cake by the time Sue comes home. (= I think I will have, but I'm not sure. See Unit 4, Section 3.2 for modal Perfects)

3 USES OF PERFECT INFINITIVES

We use Perfect infinitives:

- after link verbs like *seem* and *appear* to refer to a previous time period (an ordinary *to*-infinitive will usually refer to the present or future):
There seems to have been some sort of mistake.
- after phrases expressing emotions and feelings:
I'm sorry to have kept you waiting.
She was felt not to have met the standards required.

4 PERFECT -ING FORMS

We can use a Perfect -ing form to emphasise that one thing happens before another:

I didn't remember having met / meeting her before.

Having finally grasped what I meant, he got down to work.

watch out!

Perfect passives can sometimes be confusing because we use both *be* (= passive) and *have* (= Perfect) as auxiliaries:

The refugees have been prevented from entering the country. This picture is thought to have been painted by a pupil of Rembrandt's.

? check

Which of the points in this Section do these examples illustrate?

- 1 'How did you become a teacher?' 'I'd intended to be an actor, but things didn't work out.'
- 2 I turned on the computer, but before I had managed to log on there was a power cut.
- 3 After he told me what he wanted, we talked about the plans for the next day.
- 4 The exhibition will have finished by the time I get around to seeing it.
- 5 They appear to have accepted most of your terms.

Practice

1 Match the beginnings (1–8) with a suitable ending (a–h).

Example: O + i

- | | |
|---|---|
| (0 After I'd finished teaching earlier that morning.) | a and had come to ensure that the school was run efficiently. |
| 1 He told me that | b he had made a terrible mistake. |
| 2 I asked him | c that he wanted to enrol as a student. |
| 3 He explained how a young man | d had come to reception. |
| 4 John had immediately assumed | e that the man was able to explain there had been a misunderstanding. |
| 5 So, before the young man had had a chance to say anything, | f what had happened. |
| 6 John, who was in a terrible hurry, then left the man to it, | g John had given him an application form. |
| 7 It wasn't until he returned ten minutes later | h wondering why he looked so puzzled. |
| 8 He was actually a school inspector | (i I found John standing outside my classroom.) |

2 Correct any sentences that are unacceptable.

- By the time he is fifty, he will live in this country for half his life.
- It's a surprise party and they won't know anything about it until they got here.
- They're probably planning a quiet evening together; I know they won't have guessed what we're doing.
- The other seventy guests should be arrived before Mikis and Maria get here.
- By the time we will have finished, everybody will have eaten and drunk as much as they can.

3 Complete these sentences using the words given.

Example: By the time *we/get there/ he/left*.

By the time *we get there* he will have left.

- Helen is bound *forgotten/ tomorrow/ my birthday*.
- We reached the next town *having hopelessly lost/ than once*.
- Summer will practically be over *by/ time we/ round to/ a holiday*.
- Apparently, his explanation *felt/ been/ less than satisfactory*.
- Colin *ought/ phoned/ now, surely?*
- Don't worry. Everyone *forgotten all/ it/ time you see them again*.

4 Fill each of the blanks with a suitable word or phrase.

Example: All the best things *will have gone* if we don't get to the sale soon.

- I was really happy when they announced decided to get married.
- She proceeded to fix the faulty wiring, having first been switched off.
- It wasn't until he mentioned the conference that I met before.
- By next Christmas we decorating the house.
- He is planning completed all his coursework by next week.
- It's six o'clock: I imagine they for the airport by now.
- The suspect is believed fled the country.
- After he had lost his glasses, he but to buy another pair.

5 Cross out and correct eight errors in this extract from a composition. A ninth error has already been corrected.

CPE/CAE

Dear Sir

I had recently been on a two-week holiday with your company to the island of Thassos.

I am sorry to ~~have said~~ *say* that it was the worst holiday I've ever had. Over the years I went on many holidays to Greece, a country I have now come to know quite well. I think I can safely say that, until this year, all of those holidays were wonderful. For example I have once spent six weeks on Crete, which I had not visited before. I had loved that holiday so much that I returned every spring for the last four years.

This year, however, was different. I honestly consider this to had been the worst holiday of my life. This is not the fault of Thassos: the fault lies entirely with your company whose inability to organise the simplest thing is quite unbelievable.

As both the outward and return flights have been delayed for several hours, there was nobody to meet us at the airport or transfer us to our hotel, and when we eventually did reach the hotel, we discovered it had been built over a mile from the beach. Reading your brochure carefully, we feel this was not what we have expected.

SECTION 3

Continuous forms

1 USES OF PERFECT CONTINUOUS TENSES

Like other Perfect tenses, Perfect Continuous tenses focus on a past period that leads up to a later one. Perfect Continuous tenses, as with other Continuous tenses, show that an event continues and/or is temporary:

I've been meaning to tell you about it since the weekend. Next October I'll have been playing with this team for ten years. He'd been driving for hours and he needed a rest.

- We use Past or Present Perfect Continuous to talk about something that is incomplete, just finishing or about to change. The Past and Present Perfect Simple can suggest the action is finished:
I'd been staring at the computer screen all evening when a solution suddenly struck me. I've been reading War and Peace again. (= I may not have finished)
I've read War and Peace again. (= I've finished)
- The Continuous can emphasise the action; the Simple focuses on the result:
What have you been doing? (= tell me about your activities) *What have you done?* (= tell me the result of your activities)
- The difference between choosing Continuous or Simple may only be a matter of emphasis rather than meaning:
I've been waiting here for over an hour.
(= emphasising how long)

2 USING PAST CONTINUOUS FOR PLANS

We can use Past Continuous to talk about plans in the past:

We were meeting at eight o'clock and I was already late.

- We can use *was going to* to talk about plans in the past that we still haven't carried out or that we no longer intend to carry out:
I was going to phone you but I forgot.
- We can use *I was thinking...* to introduce vague future plans:
I was thinking of going to London this weekend.

3 USING PAST CONTINUOUS FOR POLITE REQUESTS

We often use Past Continuous to introduce polite requests, suggestions or inquiries so that they

become more an invitation to discuss the subject than a demand for a yes or no answer:

I was thinking – would you mind swapping seats?

I was wondering if you wanted to go out this evening.

Were you looking for anything in particular?

watch out!

Note we can't use *I was thinking* with *whether* or *if*:

✗ *I was thinking whether you'd like to come round to my place for coffee?*

✓ *I was thinking – would you like to come round to my place for coffee?*

I was wondering whether you'd like to come round to my place for coffee?

4 CONTINUOUS INFINITIVES

Verb and other structures that can be followed by a *to*-infinitive can also be followed by a Continuous infinitive to emphasise that something is still continuing or is temporary:

It's ridiculous for him to be driving in central Athens at his age.

Several cyclists are thought to have been taking drugs during the race.

5 PERFECT CONTINUOUS PASSIVE

The Perfect Continuous passive is very uncommon because it involves two forms of *be*:

The Botley Road has been being widened for the past six weeks.

? check

Match the example sentences (1–5) with the explanations (a–e) of the uses of the Continuous.

- 1 I was going to try to finish this this evening.
 - 2 I was wondering whether you'd thought of going to see that new film?
 - 3 He was blinking rapidly in the unaccustomed sunlight.
 - 4 I was thinking of meeting Suzette later.
 - 5 I've been thinking a lot recently about your idea.
- a repeated action
 - b plans you no longer have or are no longer sure about
 - c vague future plans
 - d polite suggestion
 - e emphasising the continuing activity

Practice

1 Tick (✓) the correct sentence, a or b.

Example: Which sentence would be said after one particular meal?
 a I've eaten too much. ✓ b I've been eating too much.

- 1 Which sentence refers to a temporary situation?
 a That lamp sits on that table over there.
 b You're sitting in my seat.
- 2 Which activity is probably not completed?
 a I've been writing this essay all evening.
 b I've written to him asking for an appointment.
- 3 Which is a gradual process?
 a The increase in traffic noise is becoming a real nuisance.
 b John becomes President of Oxford Rotary Club in July.
- 4 Which would you say when you look out of the window early one morning?
 a It's been raining. b It was raining.
- 5 Which is a more certain plan?
 a I was thinking of spending the weekend at my sister's.
 b I'm planning to spend the weekend at my sister's.
- 6 You saw a colleague waiting for a bus on your way to work. Which would you say to your other colleagues when you get to the office to explain why she was there?
 a She might have gone to see her dentist.
 b She might have been going to see her dentist.



2 Match the questions (1–8) with suitable answers (a–h).

- 1 Why didn't you call?
 - 2 When do you think they'll be here?
 - 3 Why did they look so hot and sweaty?
 - 4 Why couldn't we use the rooms?
 - 5 Why are they so exhausted?
 - 6 Why didn't the students respond?
 - 7 Why were they apprehended?
 - 8 What time are they setting off tomorrow?
- a They could be arriving at any moment.
 - b I think they'd been working out in the gym.
 - c They must have been doing something wrong.
 - d I was going to, but I clean forgot.
 - e They weren't listening.
 - f Well, they hope to have been driving for five hours by lunchtime.
 - g They were being cleaned.
 - h They've been working all day up in the attic.

3 A friend of yours has **CPE/CAE** drafted a composition but is having difficulty with continuous verb forms and asks you to help. Tick (✓) the most suitable of the two underlined alternatives your friend has given you. The first has been done for you.

I don't normally go to the cinema. Not because I don't like it but because it's just a habit I have never got into. However, on this occasion I decided (✓) / was deciding to go because my friends ⁽¹⁾ had been constantly going / had constantly gone on about this film all week and eventually wore me down. It starred some ephemeral Hollywood actor whom I ⁽²⁾ had vaguely heard of / had vaguely been hearing of but couldn't put a face to. We got to the cinema early to find people ⁽³⁾ were already waiting / already waited outside, which suggested that my friends weren't the only ones who thought it was worth seeing – although I could still think of several other things I would rather ⁽⁴⁾ have been doing / do at that moment. In the end, the film ⁽⁵⁾ turned out / was turning out to be not half as bad as expected, though I ⁽⁶⁾ would have preferred / would have been preferring something with a bit more action. The plot centred on two men who were planning to carry out some immensely complicated robbery, though what they ⁽⁷⁾ didn't know / weren't knowing was that all the time their plans ⁽⁸⁾ were being closely monitored / were closely monitored by the police. Somewhat unpredictably, however, they got away with it because they ⁽⁹⁾ changed / were changing their plans at the last minute. It was okay but ⁽¹⁰⁾ I'm not thinking / I don't think of going again.

SECTION 4

The future

1 WAYS OF REFERRING TO THE FUTURE

The following table summarises the different structures we use to talk about the future.

Form	Example	Meaning
will	<i>I'll just go and get my coat.</i>	= an immediate decision about what you are going to do
will	<i>You'll be sick if you eat more chocolate.</i>	= a general prediction
be going to	<i>I'm going to stop in a minute.</i>	= a personal intention
be going to	<i>Look out! We're going to hit the car in front.</i>	= a prediction after looking at what is happening now
Present Continuous	<i>We're meeting at the café. Want to join us?</i>	= fixed plans / arrangements
Present Simple	<i>The coach leaves in ten minutes.</i>	= an unalterable arrangement or fact
will + Continuous	<i>Don't phone too early because I'll be putting the baby to bed.</i>	= an action that will be in progress some time in the future
will + Continuous	<i>We'll be working on this until the end of the year.</i>	= an activity that will be happening during a period in the future
will + Continuous	<i>I'll give your letter to him – I'll be seeing him later.</i>	= an action that will happen because it is regular or decided
will + Perfect	<i>We'll have driven over five hundred miles by the time we get there.</i>	= an event that will be finished before a specified time in the future
will + Perfect Continuous	<i>We'll have been living here for ten years next May.</i>	= a state of affairs in progress for a period up to a specified time in the future
be + to-infinitive	<i>He is to be given an award.</i> <i>You're to stay here until you've apologised.</i>	= an official arrangement or order

- We use *shall* with *I* or *we* with the same meaning as *will*. However, it is becoming increasingly formal – its most common current use is in polite offers or to ask advice (see Unit 3, Section 1.1):
Shall I open the door for you? What shall we do now?

2 WILL IN TIME CLAUSES AND IF-CLAUSES

We do not commonly use *will* in time clauses after *when*, *as soon as*, *until*, *before*, etc:

I'm not going to speak to her until she apologises.

We can sometimes use *will* with conditional clauses (after *if*, *unless*, *providing*, etc.) but only in special circumstances (see Unit 5, Section 2.2):

If you will insist on the best, then you must expect to pay more for it.

If you'll hold these bags for me, I can open the door.

- We use *would* instead of *will* in reported speech:
They promised they would work on it all weekend.
Harry asked me if I would help him out.

3 COMMON PHRASES

I'm (just) about to go out. (= in a very short time)

We were on the point of leaving when the bell rang.

We're due to meet in half an hour.

We'll deal with that in due course.

Nothing will change for the foreseeable future.

I wonder what the future has in store / what lies ahead.

From now on, things will be different.

The time is fast approaching when ...

A feeling of impending doom.

? check

Match the examples with the meanings in the table.


- 1 Are you going to the match tomorrow?
- 2 Are you going to go out this evening or not?
- 3 My driving licence expires in 2030.
- 4 I've had enough. I'll finish this tomorrow.
- 5 We'll be sending you more details in the post.


Practice


1 Tick (✓) the most appropriate of the underlined words.


- 1 She looks very pale. I think she'll / she's going to faint.
- 2 I'll / I'm going to do that for you, if you like.
- 3 I'll be / I'm going to be a rocket scientist when I grow up.
- 4 'Somebody's at the door.' 'I'll / I'm going to see who it is.'
- 5 I need to be home early today so I leave / am leaving at 4.00.
- 6 We'll be in plenty of time providing the traffic is not / won't be too bad.
- 7 She asked if I would / will be so kind as to give her a lift.
- 8 What sort of job do you think you will do / will be doing in a few years' time?
- 9 By the time you get back, all the food will have gone / will go.
- 10 The two Prime Ministers are to / shall discuss the current economic crisis.


2 Fill each of the numbered gaps in this passage with one suitable word.


 'Remember that by the terms of the contract you are (1) to leave before midday,' the voice said.


 'Yes. Yes, I know. I was (2) about to pack when you rang.'


 'Midday,' the voice repeated.


 'I know. As I said, I was on the (3) of leaving – packing, then leaving.'

 'That is (4) you want to pay for another week,' the voice continued.

 'No. No, I'll (5) out by twelve,' I stammered.

 'It does say very clearly on your door that all guests are (6) vacate their rooms by midday,' the voice went on, quite unnecessarily, I thought.

 'Look. I've told you,' I shouted, 'I'll have (7) before the clock strikes twelve! I'm (8) in less than fifteen minutes. The flies, ants and cockroaches will soon (9) partying in a punctually vacated apartment. Have no fear.'

 'Kindly remember that the new occupants (10) in at...'

 'I know! Midday!' I screamed, and threw down the phone.

3 Fill each of the gaps in the following sentences with a suitable word or phrase.

Example: I was just about to have a cup of coffee when Sue called.

- 1 He was on resigning when the news of his promotion came through.
- 2 Our builder told me he best to get the materials as soon as he could.
- 3 I think we'd better leave as soon the bill.
- 4 If that little boy carries on like that, he accident before long.
- 5 By the time I qualify, I law for six years.
- 6 Our company is over by a multinational.

4 In most lines in the following text, there is one unnecessary word. It is either grammatically incorrect or it does not fit in with the sense of the text. Write the extra word in the space on the right. If there is no unnecessary word, put a tick (✓). The first two have been done for you.

- | | | |
|----|---|------|
| 0 | Despite all the lessons we have learned from history, | ✓ |
| 00 | it is difficult to conceive what people will are likely to be doing | will |
| 1 | a hundred years from now on. During the last century, so many | |
| 2 | changes took place that any idea as to what new invention is | |
| 3 | about now to become an integral part of our lives has become | |
| 4 | a guessing game. For a start, in ten year's time zone | |
| 5 | today's innovations will probably have become out of the date. | |
| 6 | There is little doubt that many of our habitual, taken-for-granted | |
| 7 | activities such as shopping will have been disappeared by | |
| 8 | the year 2100, largely due course to computerisation. But what | |
| 9 | we don't know is how this will affect personal relationships. | |
| 10 | Here, it is very difficult to see what the future holds in the store. | |
| 11 | The time may well be fast and approaching when people only | |
| 12 | communicate via computers and mobile phones. But what will | |
| 13 | they do when they will need a friendly shoulder to cry on when | |
| 14 | feeling low? We will find out in the not too distant future. | |

Vocabulary

SECTION 5

Stative verbs

1 CHARACTERISTICS OF STATIVE VERBS

Stative verbs describe unchanging states, rather than changing actions or events. They are therefore not normally used in the Continuous (see Section 1.3). The most common stative verb is *be*. Other examples of stative verbs are:

My family **owns** / ~~is owning~~ three cars.
I think what we **need** / ~~are needing~~ for the trip
depends / ~~is depending~~ on the weather. This dress **fits**
/ ~~is fitting~~ me perfectly. What **is** / ~~does~~ that lorry
containing / ~~contain~~? Who **is** / ~~does~~ this book
belonging / ~~belong~~ to?

- we use some stative verbs to describe mental processes (e.g. *believe, feel, remember*):
Do you **realise** / ~~Are you realising~~ what they're doing?
I **suspect** / ~~am suspecting~~ we're not making as much profit as we should. I **understand** / ~~am understanding~~ everything you're saying.
- we use some stative verbs to describe emotional states (e.g. *love, doubt, care*) and senses (e.g. *smell*):
I only **want** to ask you a simple question.
Do you **prefer** to travel by bus or by train?
However, note that *enjoy* is not a stative verb:
I'm really **enjoying** this.
- we use *can* or *could* with *see, hear, taste, smell, understand* and *remember* to describe what is or was happening at the time:
I **can** smell burning. ~~I am smelling burning.~~

1 Which of these verbs are stative?

- The summary **included** all the main points contained in the article.
- In my opinion she **deserves** all the criticism she gets.
- The goalkeeper **was substituted** in the second half.

2 WHEN STATIVE VERBS CAN BE USED IN THE CONTINUOUS

We can use some stative verbs in the Continuous:

- when they have an active meaning:
I'm **tasting** this to see if there is enough salt.
She's **being** rather obstinate at the moment.
- when they emphasise change or development:
More schools **will be including** Shakespeare on their syllabuses.
- Sometimes using Simple or Continuous involves a change in meaning:
She's **having** a baby. (= she's pregnant)
She **has** a baby. (= it is already born)
I'm **seeing** her later. (= I have an appointment)
I **see** what you're on about. (= I understand)
- We use verbs that refer to physical feelings (e.g. *hurt, ache, feel*) in the Simple or Continuous with little or no difference of meaning:
My head **aches** / **is aching**. How **are** you **feeling** / **do** you **feel** now?

2 Tick (✓) if the verb forms in these sentences are acceptable:

- I think I'm now recognising the extent of the task we have taken on.
- Shakespeare's plays are involving a relatively small number of female parts.

Practice

1 In the following pairs of sentences decide if one or both are acceptable. Tick (✓) those that are and put a cross (X) by those that are not.

Example: I'm owning over 200 CDs. X
I own over 200 CDs. ✓

- I'm not liking ice-cream.
 - I don't like ice-cream.
- The verdict depends on whether the jury believed the key witness.
 - The verdict is depending on whether the jury believed the key witness.
- I can see somebody moving in the trees over there.
 - I keep seeing somebody moving in the trees over there.
- He is believing that aliens kidnapped his daughter.
 - He believes that aliens kidnapped his daughter.
- She has a baby boy.
 - She's having a baby boy.
- Are you still feeling sick?
 - Do you still feel sick?

- 7 a I've been thinking about you for some time.
b I think about you all the time.
- 8 a This box is containing all the relevant documents.
b This box contains all the relevant documents.
- 9 a He's an idiot.
b He's being an idiot.
- 10 a I need a holiday.
b I'm needing a holiday.

2 The following sentences contain stative verbs being used in the Continuous. Tick (✓) those that are acceptable.

- 1 He is possessing a really remarkable collection of paintings.
- 2 Who is this coat belonging to?
- 3 She was always surprising people with her practical jokes.
- 4 Is that costume fitting you okay?
- 5 I think she's just lacking in confidence at the moment.
- 6 I think people are realising now that tax cuts are out of the question.
- 7 I'm really despising attitudes like that.
- 8 I don't think the fourth conditional is existing, is it?
- 9 I think I'm recognising the lady in the red hat.
- 10 What is this word meaning?
- 11 The course is great! I'm loving every minute!
- 12 My head is hurting.
- 13 More and more people are preferring to stay at home for their holidays.
- 14 I'm having a great time.
- 15 Was that the door bell or am I hearing things?

3 Tick (✓) the word or phrase that best completes each sentence.

- 1 After a great deal of hard work, he finally his ambitions.
a got b realised c possessed d deserved
- 2 The review committee three practising lawyers and a retired businessman.
a consists b comprises c makes up d encloses
- 3 Don't worry: this is nothing that you.
a matters b entails c concerns d complicates
- 4 As always, I am with everything you say.
a agree b agreeing c agreeable d in agreement
- 5 I doubt whether he will actually carry out his threats.
a highly b deeply c absolutely d seriously
- 6 Her description closely that of a known criminal.

- a assembles b resembles c disassembles
d reassembles

- 7 I hope there won't be a repetition of these unfortunate events.
a deeply b strongly c sincerely d thoroughly
- 8 That voice sounds I'm sure I know her.
a known b usual c familiar d remembered
- 9 He finally got the reward he so richly
a owes b earns c deserves d justifies
- 10 I strongly that her current enthusiasm is not going to last.
a think b conclude c speculate d suspect

4 In the following extract from a composition, decide whether the underlined verbs are in the best tense. Tick (✓) those that are acceptable and correct those that are not.

CPE/CAE

Describe someone you like or dislike

I don't like to admit to disliking anyone, but I have to confess that there is one of my classmates who I am particularly disliking (1). We have studied (2) together in the same class for the last few years and I begin (3) to feel that I have been having (4) enough. It's not that he is an unpleasant person – in fact in other circumstances I am feeling (5) sure that we would get on fine. It is just that when you have sat (6) next to someone for so long in such an artificial environment as a classroom, you find (7) that the smallest thing can start to get on your nerves. I thought (8) about this only the other day after the person in question – let us call him George, though that is not his real name – had been trying (9) to help me with an exercise in our text book. I was realising (10) immediately that he really wasn't knowing (11) what he talked (12) about. This was not a problem but what annoyed (13) me was the fact that he refused (14) to listen to my explanations. The exercise was consisting (15) of reading a text and answering questions on it and I am not thinking (16) that he had been reading (17) the text. I didn't know what to say. I was going to tell (18) him to stop being so stupid but that would have been sounding (19) rude. So in the end I just sat (20) and said nothing.

SECTION 6

Collocation: an introduction

1 WHAT IS COLLOCATION?

We say that words that occur together frequently 'collocate'. Words that don't collocate almost never occur together. If we try, they sound unnatural and wrong:

✗ *Time speeds/travels/rides/moves.* (= they don't collocate)

✓ *Time flies/goes by/wears on/passes.* (= they collocate)

- There are no rules or logical explanations for why some words collocate and others don't. For example, we can talk about *an academic year* but not *a studying year*. Discussions can be *productive* or *fruitful* but not *prolific*.

1 Choose which of the words, a or b, collocate in these sentences.

- 1 The peace agreement is under threat again.
a fragile b weak
- 2 After the accident, she frequently suffered bouts of blurred
a sight b vision

2 GRAMMATICAL FORMS

- adverb + adjective: I'm *hopelessly addicted* to coffee.
- adjective + noun: I remember my *formative years*.
- noun + noun: The government have just unveiled their *policy review*.
- verb + noun: We will *honour our pledge* to reduce unemployment.
- dependent preposition: Personally, I think they should be *ashamed of themselves*.
- part of a longer phrase: It's always interesting to *delve into the past*.

2 Match these examples with the grammatical forms listed above:

- a People were **genuinely moved** by the pictures of the rescued child.
- b Paul is such an introvert: a real **contrast to** his brother.
- c I would **question the wisdom** of such an approach.
- d Clearing out that room was **backbreaking work**.
- e She's a real **breath of fresh air**.
- f I'm fed up with the endless **road works** on the Botley Road.

3 FIXED AND OPEN COLLOCATIONS

Some collocations are fixed phrases which cannot usually be changed:

I'll be back in a flash.

My boss usually arrives at eight o'clock on the dot.

The children arrived safe and sound.

- Some words have a very limited number of collocates. We call these 'strong collocations'. They are often highly idiomatic:
She's stark raving mad.
The outbreak of violence served as a stark reminder of how fragile the peace was.
He came to the door stark naked.
You're bone idle.
This soil is bone dry.

- Other words have a larger number of possible collocates. We call these 'weak' collocations. They are more common than 'strong' collocations:
accumulate/acquire/amass/come into/flaunt your/inherit wealth
abandon/be involved in/dabble in/enter/go into/engage in/politics
prices dropped/fell/plummeted/slumped/fluctuated/remained steady/rose/shot up/soared/spiralled/went through the roof

- Some collocations can be changed by using different grammatical forms or adding other words:
You're/We're in danger of pricing yourself/ourselves out of the (property) market.
She's been gaining (an awful lot of) weight recently.
to purify water/a water purifying gadget/water purification

- However some collocations cannot make these changes without sounding very unnatural:
a tidal wave/the wave was tidal
They agreed unconditionally./They unconditionally agreed.

3 In the first sentence, only one word can complete the collocation. In the second sentence, there is more than one. Circle the words that can complete the sentences.

- 1 Please arrive in time for the meeting.
a fine b great c best d good
- 2 The police arrived with timing just as the gang were leaving the bank.
a pure b perfect c immaculate d right e exquisite

Practice

1 Decide which word, a or b, collocates in these sentences.

- 1 I agree with everything you said.
a whole-heartedly b unconditionally
- 2 Doesn't time when you're having fun?
a move b fly
- 3 The leaders claimed the meeting had been
a fruitful b prolific
- 4 Everyone got back safe and after the storm.
a soundly b sound
- 5 I think I've weight since I stopped work.
a accumulated b gained
- 6 They're building a new water plant on the coast.
a cleaning b purification
- 7 House prices have dramatically in recent months.
a ascended b soared
- 8 The disgraced former minister has decided to politics altogether.
a desert b abandon

2 The following sentences contain collocations connected with 'time'. Put one of the given words in each of the sentences.

next time-consuming matter surely
twinkling nick immemorial kill
long-standing time

- 1 Let's leave it at that for the being and continue tomorrow.
- 2 Slowly but the band is becoming more and more popular.
- 3 In the of an eye the swindler had vanished, never to return.
- 4 In to no time they had become the best of friends.
- 5 The Whittington family have lived there since time
- 6 I arrived in the of time to prevent a potential disaster.
- 7 I wandered around the city centre to time before my appointment.
- 8 Cooking good French food can be a very job.
- 9 They had a agreement to keep each other fully informed of developments.
- 10 In a of minutes the whole building had been razed to the ground.

3 Think of one word only which can be used appropriately in all three sentences. In this exercise, many of the collocations are connected with 'time'.

CPE

Example: For four years the team won the European Cup. The film contained a joke about the main character's digestive disorder. We'd better hurry because we're a bit late.

running

- 1 My watch is several minutes a day.
The car in second place is on the leader. I think that the chances of our access to such sensitive information are slim.
- 2 The performance will start on time.
The race was declared a heat. I was awoken in the of night by a strange noise from outside.
- 3 The winning goal was scored in the seconds of the game.
I've been to meet you for ages. Throughout the world, many minority languages are in danger of out completely.
- 4 I'm sure such practices were common in the and distant past.
The judge took a view of her excuses. I'm afraid I have only a recollection of the events.
- 5 Early evening is normally considered viewing time by television bosses.
As a singer, she is at the of her career. As this is season, I'm afraid flights are difficult to find.
- 6 I think it's important to this meeting for future reference.
Please let me know the she arrives. The director asked to be kept up to the on any major developments.
- 7 A heated debate has out in the media about corruption in high places.
She comes from a home but has never been worried about only seeing one parent at a time. I had a night of very sleep and am consequently feeling a bit slow this morning.



Exam practice 1

1 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

Example:

Who is the organiser of this event?

running

Who is running this event?

1 It's only after a week that you begin to feel relaxed here.

home

You won't begin to feel gone by.

2 He's almost certain to leave before we get there.

arrive

By the time left.

3 Loukas was last heard of over a week ago.

contact

Nobody a week.

4 Theo is the most infuriating person I've ever met.

more

I've yet Theo.

5 Never before have I seen children who are so well-behaved.

such

This is well-behaved children.

6 This type of car used to sell very well before they started producing the more modern 306.

less

Since they started producing the more modern 306 well.

7 It appears we have received the wrong information.

sent

We the wrong information.

8 It looks as if we made a mistake on our order form.

filled

We seem incorrectly.

9 The ministers were clearly felt by the president not to have acted swiftly enough.

opinion

The President was clearly acted swiftly enough.

10 I'm glad we managed to get out of there: it was hell.

made

I'm glad we there: it was hell.

STONE

2 Fill each of the numbered blanks with **one** suitable word.

Many towns and cities around the world (11) up a particular image or memory as soon as they are mentioned, whether it is due to a catastrophic earthquake that shattered it, an aeroplane that came down just outside it, or a madman with a gun (12) amok through the streets in the dim and (13) past. Glastonbury now (14) this group. 'Have you been to Glastonbury?' will rarely be a query as to whether you have (15) passed through the town on your travels. Almost certainly it will be a reference to the twenty-odd-year-old Festival of Music whose home it is. What is (16) to in the media as 'an instant town the size of Oxford' appears there for three days in late June and (17) inhabited by around 100,000 people, most of whom will have (18) up to £100 a ticket for the privilege.

In the last year or so, a sometimes quite heated argument has (19) out along the lines of 'Are you too old for Glastonbury?' As we milled yesterday amongst the crowds, opinion seemed evenly divided. Never (20) been to such a festival before, seventeen-year-old Nathalie Worsnip failed to see why forty-somethings who (21) had their day should spoil things for people like her who (22) going to Glastonbury for the first time. She suspected the former would be '(23) like mad for middle-aged has-beens' and ignore up-and-coming young bands who had (24) to break into the big time. On the other hand, reformed hippie and university lecturer, David Stone, pointed out that it was his generation who had (25) Glastonbury on the map.

STONE



3 Circle a letter **A**, **B**, **C** or **D** that best fills each numbered gap.

As time (26), the power of newspapers seems to be on the (27) This is odd because in the relatively (28) past people were predicting that the influence of the written word would diminish in (29) proportion to the rate of increase of the spoken word and moving image through TV and video. As people whole-heartedly (30) the internet and cable and satellite television, why don't we see newspapers (31) out? How have these organs survived, let alone (32), particularly on a Sunday? Why don't people who have watched a football match live on the small screen (33) the wisdom of rushing out the next day to read a (34) version of it in four or five columns? Why would anyone who has seen a film and formed a (35) impression of it the following day read a review of the (36) film in a newspaper? To see if s/he is right? Isn't that what friends are for? Don't we have colleagues for just that purpose – to see if our ideas on any (37) song, film or programme tally with others? What is this product that (38) of not much more than outrageous headlines, wayward comment, subjective editorials and hyperbolic sports pages still doing in our lives? It seems for the time (39) to be leading a charmed life. When it finally goes, though, many may come to mourn its (40)

- | | | | |
|-----------------|--------------|-------------|-------------|
| 26 A flies | B passes | C goes | D drags |
| 27 A increase | B rise | C expansion | D build |
| 28 A latest | B distant | C immediate | D recent |
| 29 A exact | B direct | C precise | D equal |
| 30 A embrace | B view | C agree | D win |
| 31 A going | B decreasing | C dying | D declining |
| 32 A flourished | B bloomed | C flowered | D rooted |
| 33 A press | B question | C ask | D increase |
| 34 A curtailed | B cut | C reduced | D potted |
| 35 A vivid | B coloured | C bright | D direct |
| 36 A exact | B self-same | C last | D copied |
| 37 A given | B taken | C subjected | D written |
| 38 A comprises | B contains | C consists | D informs |
| 39 A out | B being | C given | D present |
| 40 A perishing | B dying | C falling | D passing |

SCORE _____

TOTAL SCORE _____

Passives

Entry test

- 1 Rewrite each of the following sentences so that the underlined object becomes the new subject.
EXAMPLE: They really shouldn't have questioned him without his lawyer being present.

He really shouldn't have been questioned without his lawyer being present.

- a The car completely destroyed my motorbike.
- b Second prize was awarded to an unknown author from Patras.
- c The judge refused him permission to appeal against the decision.
- d Blur have earned several million pounds from their new album.
- e They suggested we try a new method of checking how much we were spending.

FOR OBJECTS AND AGENTS WITH THE PASSIVE, SEE SECTION 1.

- 2 Fill in each of the blanks with a suitable word or phrase.
EXAMPLE: George is widely *believed to have been* wrongly accused.
- a My proposals were rejected and I was back down.
 - b I think he needs told to keep his nose clean.
 - c The problem was been told where the fire escapes were.
 - d His son is believed kidnapped by separatist guerrillas.
 - e Under the old proposals, candidates were been given an extra fifteen minutes to complete their papers.

FOR INFINITIVES AND -ING FORM PASSIVES, SEE SECTION 2.

- 3 Fill each blank with a suitable word or phrase.

EXAMPLE: His arm is in a sling after he *got it stamped* on.

- a The video machine is behaving strangely but we're fixed next week.
- b The lights keep flickering: we must to look at the wiring for us.
- c Ian's not the easiest person to get on with; that's something you'll have to.
- d I car broken into the other day and the radio stolen.
- e Elderly people can get in by con men going from house to house.

FOR STRUCTURES WITH GET AND HAVE, SEE SECTION 3.

- 4 Fill the blanks in each of the following sentences so that it is similar in meaning to the sentence before it.
EXAMPLE: The author quickens the pace of the story towards the end.
The pace of the story quickens as it reaches the end.
- a Leaving that dress in the sun has made it fade. That dress faded sun.
 - b We watched the men sail the boat into the harbour. We watched the boat into the harbour.
 - c I dropped the glass and cracked it. The glass when it.
 - d I added flour to the sauce and thickened it. The sauce when flour.
 - e They're selling a lot of copies of that new single. That new single well.

FOR TRANSITIVE TO INTRANSITIVE WITHOUT USING THE PASSIVE, SEE SECTION 4.

TOTAL SCORE

THE BASICS

1 FORM OF THE PASSIVE

We form the passive using *be* in an appropriate tense or form + the past participle of a transitive verb:

*A small sum of money **was stolen** from the cash box.*

*They **ought to have been punished** more severely.*

***Having been beaten** in the semifinal, she flew home the next day.*

- In spoken English, we sometimes use *get* instead of *be* in the passive:
*They **got told off** for making so much noise.*
- However, *get* + *-ed* is more common with an active meaning similar to 'become' in phrases like *get dressed*, *get married*, etc. (see Section 3.2).

2 REASONS FOR USING THE PASSIVE

In English, the topic or subject matter is commonly at the beginning of the sentence, and new information about the subject is normally at the end. In an active sentence, the 'agent' (the person or thing that performs the action) usually comes first and is the subject of the sentence:

Subject (Agent)	Action	Result
<i>Olympiakos</i>	<i>scored</i>	<i>the first goal.</i>

This active sentence is principally about Olympiakos.

- In the passive, the result or thing affected by the action comes first and is the subject of the sentence:

Subject (Result)	Action	Agent
<i>The first goal</i>	<i>was scored</i>	<i>by Olympiakos.</i>

This passive sentence is principally about the goal.

We choose between active and passive because of the topic we are talking about, especially when reporting information.

An English football supporter, interested in the fortunes of the England team, is likely to report:

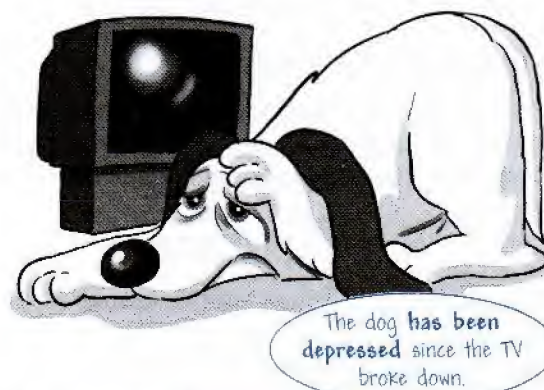
*We **got beaten** in extra time.*

A German supporter, more interested in his team, is likely to report:

*We **beat them** in extra time.*

Other reasons for using the passive include:

- the agent is unknown or obvious (see also Section 1):
*I **was born** in 1982.*
*Coffee **will be made available** after the meal.*
- the agent is 'people or things in general':
*Some verbs **cannot be used** in the Continuous.*
- the agent is a long phrase:
*Helen **was surprised** by all the messages of sympathy that she received.*
- avoiding references to ourselves and making a statement impersonal:
*We **can't** possibly **complete** this work overnight.*
becomes: *This work **can't** possibly **be completed** overnight. (= the work is the problem, not us)*
- avoiding 'you' in orders and rules:
*You **must give in** your application before the end of the week.* becomes: *All applications **must be given in** before the end of the week.*
- in factual writing when the focus is usually on events, achievements, etc. rather than agents:
*Vaccination **had been pioneered** two hundred years earlier.*



watch out!

- Not all *be* + *-ed* forms are passive. They may be adjectives:
*The dog **has been depressed** since the TV broke down.*
- We avoid passive constructions with *be being* or *been being*, although they sometimes occur in spoken English:

Avoid: *The road **will have been being repaired** for months.*

✓ *They **will have been repairing** the road for months.* or: *The road **will have been under repair** for months.*

SECTION I

Agents and objects with the passive

1 THE AGENT

Not mentioning the agent

In most passive sentences we have no interest in who or what performs the action. We are interested in the action itself, who or what is affected by the action, or what is the result of it (see The Basics). In fact, only about 20% of passive sentences mention the agent:

*That window **has been broken** again!*

Mentioning the agent

We mention the agent when we think the information is important, especially if we want to say more about it, for example with a relative clause:

*I remember **being taken** to the fair **by my father**, who rarely showed any interest in such things.*

*The survivors **were picked** out of the water **by a cruise liner** which had heard their distress call.*

- The agent is usually introduced with *by* (see Section 6.3 for prepositions after passives).

2 VERBS WITH TWO OBJECTS

Verbs that have two objects (usually a person and a thing) in the active usually have two passive forms because either of the objects can become the new subject:

*They gave **the award** to **an unknown actress**.*
(= active)

***The award** was given to **an unknown actress**.*
(= passive)

***An unknown actress** was given **the award**.*
(= passive)

- We usually add a preposition before the personal object. The preposition is usually *to*:

*A note **was handed** to the minister.*

Sometimes we use *for*:

*A slice of cake **was cut** for him.*

- We can use some verbs, e.g. *allow*, *ask*, *cause*, *forgive*, *deny*, without a preposition:

*Permission **was refused** him.*

*All their sins **were forgiven** them.*

*Access **was denied** him.*

3 VERBS WITH LIMITED USE IN THE PASSIVE

We can't use some verbs as freely in the passive as others.

- We can't use intransitive verbs in the passive because they don't have an object that can be changed into the subject:
~~✗ The Tasmanian tiger **was died out** early this century.~~
 ✓ The Tasmanian tiger **died out** early this century.
- Some verbs, e.g. *suggest* and *explain*, can't change the indirect object to subject:
~~✗ He **was explained** the procedure.~~
~~We **were suggested** a new time.~~
 ✓ The procedure **was explained** to him.
 A new time **was suggested** for us.
- Some verb phrases with two objects can't be passive at all:
I bear him no ill will.
*The book **earned** him a fortune.*
Let me wish you luck.
- Some verbs are followed by two nouns, but the second is not really an object. We can see this if it is replaced by an adjective:
*They declared him **President**.*
*He **was declared** President.*
*The doctor declared him **dead**.*
*He **was declared** dead.*



? check

Correct the following sentences.

- 1 Man and wife they were pronounced.
- 2 I was explained what I had to do.
- 3 His previous misdemeanours were forgiven to him.
- 4 He was earned a lot of money from his betting.
- 5 We were suggested a good restaurant for lunch.

Practice

1 Fill each of the gaps in the following newspaper extracts with one of the passive verb phrases below.

is deemed could soon be fitted were charged has been held
has finally been elected is expected being caused to be printed
is auctioned being considered

- 1 High-tech 'leg-irons' on violent suspects arrested by the police, under plans by chief constables.
- 2 Last week, police in Scotland called for the introduction of leg-restraints following concerns about the number of injuries during struggles in the back of police cars and vans.
- 3 Four people last night with public disorder offences after officers mounted dawn raids on suspected football hooligans.
- 4 Hugh Hefner, founder of *Playboy*, to the American Society of Magazine Editors' Hall of Fame.
- 5 A first-edition copy of Chaucer's *Canterbury Tales*, the first book in England, to raise at least £500,000 when it in July.
- 6 A British woman released early from an attempted murder sentence in the United States – a charge which she has always denied – in prison because she an illegal immigrant.

2 Add the appropriate extra information (a–e) to the passive sentences (1–5).

- 1 The news was leaked to the press by the minister ...
 - 2 The minister was attacked by protesters, ...
 - 3 I remember being sent a letter by a man in America ...
 - 4 The winning goal was scored by Fausto Ferrini ...
 - 5 A man was run over by a car ...
- a in his first appearance for the club.
b who had waited outside the building all day to voice their opposition to the policies.
c in a deliberate attempt to boost his popularity.
d who complained my article was prejudiced against his country.
e which witnesses said was being driven at very high speed.

3 Where possible, rewrite each of the following sentences in two different ways, using a different subject each time. Some sentences may be rewritten only one way.

- 1 The police showed the victim a picture of the suspect.
- 2 People used to sell the tourists fake antiques.
- 3 Why didn't they offer the customers a refund?
- 4 They didn't guarantee every participant a free lunch.
- 5 They reported the incident to the police.
- 6 People suggested to us that the Internet would be a good source of information.
- 7 They promised us full compensation if the scheme fell through.
- 8 The referee declared the boxing match a draw.
- 9 We'll give the new members of staff all the help they need.
- 10 The incident earned him the reputation of being unreliable.

4 Fill each of the numbered blanks in the following passage with one suitable word.

CPE/CAE

Twenty-four hours after arriving in the country, I (1) told to leave. The security police, the country's largest employer, came to my hotel, politely asked me what I thought of the city and then recommended that I leave on the morning plane. I asked them why I was (2) expelled and they said it was not a question of (3) being (4) '..... out', they were simply recommending that I leave. I refused and the problems started. My passport and plane ticket (5) stolen from my room after my key 'disappeared'. The police shrugged their shoulders and decided not to interview the leather-jacketed youth who I (6) been (7) up against in the lift. For three days I was (8) by two not very secret policemen everywhere I went. I visited a fellow-journalist whose address (9) had (10) given. He lived in a beautiful old house which would (11) demolished the following year by the Government to make way for a block of 'modern' flats. Everybody would be (12) in it as soon as it was ready but where they would live in the meantime had not been (13) out. Massive taxation was (14) imposed on the people to pay for these supposed improvements. I went back to the hotel, still (15) followed by the two policemen, and felt very depressed.

SECTION 2

Infinitives and -ing form passives

1 INFINITIVES AFTER CERTAIN VERBS

Make, see, hear and help have different patterns in the active and the passive. In the active, the verb is followed by object + infinitive without to. In the passive, we use a to-infinitive:

Active	Passive
I heard him shout at his brother.	He was heard to shout at his brother.
They've made him promise not to come before six.	He's been made to promise not to come before six.

watch out!

Let v. allow

We can't use let in the passive when it is followed by a verb phrase. We use allow:

My parents let me do what I wanted. (= active)

~~X I was let to do what I wanted.~~

✓ I was allowed to do what I wanted.

- But we can use let in the passive in phrases like:
The dog was let loose. I was badly let down.

2 PASSIVE INFINITIVES

We form the passive infinitive of verbs by putting to be (sometimes to get) in front of the past participle:

Active	Passive
There's so much to do.	There's so much to be done.
I've got to write this essay before Friday.	This essay has got to be written before Friday.
If I'm going to do it by then, I'd better get a move on.	If it's going to be done by then, I'd better get a move on.

- We use Perfect passive infinitives to emphasise that something is or isn't completed (see also Unit 1, Section 2 Watch out!):
My new car was to have been delivered today but there was a problem with the paintwork.

Active or passive infinitive?

- If the subject is the agent, the sentence is active and we use an active infinitive:
I've got so many library books to return.

- If the subject is not the agent, we use a passive infinitive:
All systems are to be checked as soon as possible.
- We can use some active and passive infinitives with the same meaning, especially after There:
There are so many rooms to paint / to be painted.
- But, with something, anything and nothing + to do there can be a change in meaning:
There's nothing to do in the evenings. (= we're bored) I'm sorry, there's nothing to be done. (= there's no action anyone can take)

3 REPORT VERBS

We often use report verbs, e.g. claim, mention, request, point out, with impersonal passive constructions.

There are three main patterns:

- It's thought that... Someone/something is thought to... There is thought to be... It's thought by the press that the chairman earns too much. The chairman is thought by the press to earn too much. There are thought to be disagreements among senior ministers.
- We often introduce a statement with It is said that... meaning 'People generally think, believe, etc. ...':
It's said that carrots improve eyesight.

4 PASSIVE -ING FORMS

We use passive -ing forms (being + -ed) and Perfect passive -ing forms (having been + -ed):

- after verbs that are normally followed by -ing forms (see Unit 15):
I love being given flowers. She recalled having been taken there when she was young.
- as participles, usually with the meaning of 'because' (see Unit 6, Section 1):
Being paid monthly, I find annual bills hard to pay. Having been stung by bees, she has no love of insects.
- as the subject of a sentence:
Being proved wrong is never a comfortable experience.

? check

Underline the passives in these sentences.

- They are believed to have left the country.
- She is thought to have been smuggled out of the country in the back of a lorry.
- They were seen to leave the room together.
- He is said to be recovering well.
- The whole place was cleaned until there was not a speck of dust to be seen anywhere.

Practice

1 Fill each of the blanks with a suitable word.

Example: New measures to combat crime *are to be* introduced at the end of the year.

- We strongly advised reconsider our position.
- They are understood have offered over £5,000 for their story.
- I always made apologise to my little sister after an argument.
- It's too late now; there's nothing more be
- I left with the distinct feeling of been for granted.
- I used to steal walnuts from my grandfather's garden and never worried about out.
- There are any survivors from yesterday's air crash.

2 Match the beginnings of the sentences (i, ii) with the appropriate endings (a, b).

- She vaguely remembers that ...
 - She has vague memories of ...
 - ... being knocked down by a motorbike.
 - ... she was knocked down by a motorbike.
- He was criticised for his extravagance ...
 - Having been criticised for his extravagance ...
 - ... and was more careful after that.
 - ... he became more careful after that.
- They made me ...
 - I was made ...
 - ... tell them everything I know.
 - ... to tell them everything I know.
- It is often said that Shakespeare ...
 - Shakespeare is often said ...
 - ... never revised anything he wrote.
 - ... never to have rewritten anything he wrote.
- There were once thought ...
 - It was once thought ...
 - ... that there were canals on Mars.
 - ... to be canals on Mars.

3 Put the verbs in the sentences below into a suitable infinitive or -ing form. Add any other words necessary.

Example: This work (complete) by the end of next week.

This work *is to be completed* by the end of next week.

- She was persuaded (stay on) after the date she was due to retire.
- The ex-President is said (take) illegal payments while in office.
- (tell off) about this on more than one occasion, I have no intention of doing it again.
- He claims (wrongly accuse) of the crime.
- I remember (tell) when I was little that spinach made hair grow on your chest.
- Apparently, the whole computer network (have to/overhaul) because of the virus.
- They are rumoured (leave) the country for a secret destination.
- This line (not cross) under any circumstances.

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

Example: We don't want such an embarrassing fiasco happening next year.

repeated

We don't want such an embarrassing fiasco *to be repeated* next year.

- She wants it to be clear to people that she's fair.
seen
She wants to fair.
- He often says to people how much of his success is down to you.
heard
He how much of his success is down to you.
- The theory is that she fell overboard at night and drowned.
fallen
She overboard at night and drowned.
- The plan was originally to complete the building by June.
due
The building by June.
- When I was a child, I was never allowed to play with the children next door.
let
When I was a child, the children next door.

SECTION 3

Structures with *get* and *have*

1 CAUSATIVES

We can use *get* and *have* in both active and passive patterns when we talk about making other people do something for us.

- The active pattern, meaning 'cause or order someone to do something', is *get* + person + to-infinitive, or *have* + person + infinitive without *to*:
I'll **get** the waiter **to bring** you the menu.
I'll **have** the waiter **bring** you the menu.

Note that *have* is much more common in American English; *get* is common in spoken British English.

- The passive pattern, meaning 'arrange for somebody else to do something', is *get* / *have* + object + past participle:
I'll **have** / **get** the menu **brought** to you.
I **had to get** / **have** my jacket **cleaned** after the party.
I must go and **get** / **have** my photo **taken** for my new passport.
I'll **get** / **have** those copies **made** for you immediately.
She's **getting** / **having** her teeth **fixed**.

2 GET + -ED: ACTIVE AND PASSIVE

We can sometimes use *get* instead of *be* in the passive. This is usually informal:

They **got punished** by the principal for making so much noise.

Lucky Paul **got promoted** / **elected** / **chosen** / **appointed** yesterday.

Poor Vassili – his dog **got run over** last night.

- Get* meaning 'become' is often used in collocation with some past participles:
get dressed **get married** **get used to** **get stuck**
get lost **get caught** **get burned** **get involved**
- The meaning of these phrases can be active:
I **got dressed** as quickly as I could.
- Others have a passive meaning:
How did they **get caught**?
- We can use some of the active phrases with an object:
I have to **get the children dressed** early every morning.
Don't **get your family involved** in the business.

3 THINGS THAT HAPPEN TO YOU

We use *have* + object + past participle to describe things that happen to us, often misfortunes. The subject is the person who experiences what happened:

I've **had** my car **stolen**. (Compare: My car **was stolen**.)

He's **had** his application for citizenship **turned down**. (Compare: His application for citizenship **has been turned down**.)

My mother's **had** her letter **published** in The Times. (Compare: My mother's letter **has been published** in The Times.)

- In spoken English we can sometimes use *get* instead of *have*:
She's **got** another letter **published** in The Times.
- Note that sometimes only the context will identify precise meaning. Consider:
They **had** their fence **pulled down**. (= either: they employed somebody to pull it down (causative); or it was pulled down without their planning it, e.g. by vandals.)



? check

Which of these sentences are causatives?

- He tried to escape but got caught.
- They were aiming to walk the entire route but got tired in the end.
- I need to get my hair cut.
- I'm going to have my portrait painted.
- I had my car broken into last week.

Practice

1 Complete each of the following sentences using a causative form, so that it is as similar as possible in meaning to the sentence before it.

Example: Hasn't that film been developed yet?
Haven't you *had that film developed yet?*

- Can it be true that you're really going to deliver my sofa today?
Can it be true that I'm today?
- One of the others agreed to post my letters for me.
I got to post my letters for me.
- My dentist is supposed to be capping my two front teeth this morning.
I'm this morning.
- My car really needs servicing.
I really serviced.
- Why did you let them go without signing the receipt?
Why didn't you letting them go?

2 Rearrange the words to make coherent sentences inside the first and last words given.

Example: film to has just be
That *film just has to be seen.*

- your ever your house belongings into any and had broken of you
Have stolen?
- fingerprints police your on you never had files have can put you
Once relax.
- something get got have done just about this to
You office.
- your I not passport help would got have my for
But stamped.
- us organised get at can the everything of all same
All time.
- care any take to must such involved dangerous in family your not get
You situations.
- arrested taxed if will get you car be almost and certainly don't your
You insured.
- interest Government seems to never to brought get under able rates be
The control.

3 Fill the blanks with a suitable word or phrase.

Example: His arm is in a sling after he *got it stamped on.*

- I keep getting headaches so I'm going tested.

- It's unpleasant for children when they names by other children.
- I've just taken for my new passport.
- My handbag was completely flattened after it on in the bus.
- My husband's been to the hairdresser: I really wish he so short.
- I know you don't approve of my new hair colour but you'll just to it.

4 For each of the following sentences, write a new sentence as similar as possible in meaning to the original sentence, but using the words given. The words must not be altered in any way.

Example: Computing is just something you take for granted after a while. **get/to**
Computing is just something you get used to after a while.

- The whole of my sister's class spent last weekend redecorating her flat.
got/to
- We couldn't find our way out of the woods.
got/in
- Do you think there's any chance of this new party winning the forthcoming election?
get/at
- I can't say I enjoy the teacher reading out my work in front of the class.
having/to
- It's quite simple for a locksmith to copy one or more of your keys.
get/make

5 Fill each gap with one suitable word. **CPE/CAE**

It was last May, while we were taking our annual late spring break on Lindos that we (1) our house broken into. All our TV and video equipment got (2), but what was worse was when we discovered that the final draft of my husband's latest novel (3) (4) torn into pieces and the disks he (5) (6) writing it on (7) disappeared. Of course, you hear about people who (8), (9) their properties vandalised and others whose most prized possessions (10) (11) taken, but it's a terrible shock when it happens to you, when you know that your home (12) (13) invaded, and that you (14) (15) your most intimate belongings handled and examined by strangers.

SECTION 4

Not using the passive: transitive to intransitive

1 CHANGING THE SUBJECT WITHOUT USING THE PASSIVE

With some transitive verbs we can change the subject of a sentence without using the passive. We don't mention or even imply an agent. Verbs that allow us to change the subject to 'the thing affected by the action' without using the passive are called 'ergative' verbs. By changing the subject of the sentence in this way, the active transitive verb becomes intransitive:

The dog opened the door. (= active) *The door was opened by the dog.* (= passive) *The door opened.* (ergative – as if the door opened by itself)

- Here are more examples of ergative verbs:
The whistle blew. *That jumper does up at the neck.*
The car crashed into a post. *The soup thickened.*

2 MEANINGS OF ERGATIVE VERBS

Describing change

Most verbs that we can use in this way describe change of some kind:

Transitive	Non-passive intransitive
<i>This book will change your life.</i>	<i>His life changed completely when he moved to Denmark.</i>
<i>The sun had dried their clothes by the time they got home.</i>	<i>Their clothes had dried by the time they got home.</i>
<i>She broke her pencil because she was pressing too hard.</i>	<i>Her pencil broke because she was pressing too hard.</i>

- Other verbs used in this way include:
begin vary decrease expand increase open close finish fade stretch crack smash

watch out!

We can't use all verbs describing change in this way. For example, *destroy* and *demolish* must stay transitive:

- ☒ *The old building demolished.*
- ☐ *They demolished the old building. The old building was demolished.*

Describing movement

Other verbs that we can use in this way describe movement of some kind:

Transitive	Non-passive intransitive
<i>He reversed the car into the garage.</i>	<i>A car reversed round the corner.</i>
<i>The pilot landed the plane on only one engine.</i>	<i>The plane landed on time.</i>
<i>He moved his chair closer to hers.</i>	<i>That new restaurant has moved.</i>

- Other verbs used in this way include:
turn stop fill shake spin sail tip shift bounce

Cooking

Another group of verbs that we can use in this way relate to cooking:

Transitive	Non-passive intransitive
<i>Dissolve the mixture in a little water.</i>	<i>Stir until the sugar has dissolved.</i>
<i>Simmer the stock for an hour.</i>	<i>After the stock has simmered for an hour, add seasoning.</i>

- Other verbs used in this way include:
bake boil cook fry melt toast thicken burn heat up cool down warm brown freeze thaw

3 OTHER EXAMPLES OF ERGATIVE VERBS

She photographs very well. (= she is photogenic)
Her voice records well. (= her voice sounds good on tape)
Will this stain wash out? (= will the stain disappear with washing?)
Your composition reads well. (= your style is very good)
Black jeans are selling well. (= many people are buying them)
This skirt creases so easily. (= the skirt becomes creased very quickly)

? check

Which of the following sentences are incorrect?

- The light has destroyed the photograph.
- Raise your hand if you know the answer.
- The photograph destroyed because of the light.
- The treasure was raised to the surface.
- The hot air balloon raised quickly into the sky.

Practice

1 In the following pairs of sentences, a, b or both are correct. Put a cross (X) next to every sentence that is incorrect. Write the correction.

Example: a Drop me a line when you get there.

b He was upset to discover he dropped from the team. (X) (*had been / was dropped*)

- 1 a The *Titanic* was sunk by an iceberg.
b The boat sank without trace.
- 2 a This shirt dries extremely quickly.
b Her hair soon dried by the wind.
- 3 a The hole soon filled with water.
b The room was filled with hundreds of people.
- 4 a The western shore washed by warm currents.
b Fertile soil washes down into the valleys.
- 5 a My dress ripped when it caught in the car door.
b His newspaper had been ripped into shreds.
- 6 a The sacked workers compensated for the loss of earnings.
b He was compensated for his injuries.
- 7 a My chair tipped backwards until it fell over.
b All the leftovers were tipped into a bin liner.
- 8 a Inflation was increased over the last six months.
b My salary was increased by just over five per cent.
- 9 a They've expanded production facilities at the old factory.
b Metal is expanded when heated.
- 10 a The white Mercedes turned into the car park.
b The sign had been turned to face the opposite direction.

2 Rewrite each of the following sentences changing the object to subject without using the passive. Add any prepositional phrases necessary.

Example: The sun has melted the chocolate.

The chocolate has melted in the sun.

- 1 The DJ dimmed the lights during the last dance.
- 2 Darren improved his performance in the 100 metres by a tenth of a second.
- 3 An iceberg sank the *Titanic* in 1912.
- 4 Tears filled his eyes.
- 5 The committee gradually developed the plan.

3 Rewrite each of the following sentences so that they are similar in meaning to the original sentence. Replace the underlined verb with the verb in brackets. Do not change the form of the given verb in any way.

Example: The first line of your play is very well written. (reads)

The first line of your play reads very well.

- 1 Initially, I think you develop the plot very convincingly.
(unfolds)
- 2 You step up the tension in the third scene.
(increases)
- 3 But then everything seems different.
(change)
- 4 You put in melodrama instead of real drama, don't you?
(replaces)
- 5 But you close the first act with only a vague suspicion of murder in the air.
(finishes)
- 6 It's crazy that the second act opens with the actual killing.
(start)
- 7 And the third act concludes with such an anticlimax.
(end)
- 8 It's difficult to see tickets being bought for a play like this.
(selling)

4 Read the text below and decide which answer (A, B, C or D) best fits the gap.

CPE

Attitudes towards the teaching profession have (1) considerably and it's sad that the number of students considering a career in teaching has (2) off a lot. Consequently, the teacher training faculty has (3) by about 25%. However in other departments, the options have (4) greatly, though competition with other colleges has, it must be admitted, (5) Meanwhile, departments have expanded into new areas such as media studies, and computer studies in particular has (6) beyond all expectations.

- | | | | |
|----------------|--------------|------------|---------------|
| 1 A turned | B affected | C modified | D changed |
| 2 A depressed | B dropped | C sunk | D declined |
| 3 A shrunk | B curtailed | C reduced | D cut |
| 4 A stretched | B protracted | C widened | D lengthened |
| 5 A boosted | B enhanced | C fuelled | D intensified |
| 6 A encouraged | B grown | C raised | D promoted |

Vocabulary

SECTION 5

Verbs we commonly use in the passive

1 VERBS NOT NEEDING AN AGENT

Because of their meaning, some verbs are far more commonly used in the passive than in the active. This is usually because the agent is unknown or unimportant.

I was born in Italy.

My neighbour's been arrested!

She was fined £100 for driving without insurance.

Stockholm has been dubbed the Venice of the North.

A reminder will be sent by post.

The stadium was built in 1983.

- Some verbs are so commonly used in the passive, without mentioning an agent, that they work in a similar way to -ed adjectives (see The Basics, Watch out!):

I heard the news and was horrified.

Tuscan truffles are particularly prized for their pungent aroma.

I'm gutted! (slang = I'm very upset.)

Sometimes -ed participle clauses can have a passive sense (though they do not have the verb *be*):

Hounded by his critics, he gave up acting altogether.

The project, doomed to failure from the beginning, eventually ran out of money.

-
- 1 The following verbs are most commonly used in the passive. Add them to the sentences below, making any necessary changes.

be deemed be earmarked be baffled be jailed be strewn

- Their work to be of the highest standard.
 - The murderer should for life.
 - The floor had with newspapers and old magazines.
 - I completely and had no idea what had happened.
 - The building has for demolition.
-

2 PHRASAL VERBS AND PREPOSITIONS

Some phrasal verbs are most commonly used in the passive:

I was completely bowled over by her extraordinary kindness.

I was taken aback by his directness.

Operations are being scaled down following the successful outcome of the mission.

The president was sworn in today.

This coat was handed down to me by my older brother.

I was so caught up in my book that I failed to realise the time.

- We often use some transitive prepositional verbs in the passive. When we do this, the preposition remains after the verb, with no object after it:

Colleen can usually be relied on to make a mess of things.

I assure you that the matter will be thoroughly looked into.

I think that sort of behaviour should be stamped on immediately.

I will not be trifled with like this.

I don't like being talked down to like that.

- We can follow passive verbs with prepositional phrases. The most common are *by* (used to mention the agent), *with* and *in*:

I'm completely baffled by this question.

I've been swamped with requests for my autograph.

Most traces of early man have been discovered in East Africa.

The threat was couched in the vaguest possible terms.

- A few verbs are commonly followed by *as* (see Unit 15.3):

His son has been named as his successor.

The athlete was acclaimed as a national hero.

The old man has been indicted as a war criminal.

I don't think any of these remarks could be construed as positive.

-
- 2 Which of the following passive sentences contains i) an intransitive phrasal verb, ii) a transitive prepositional verb, iii) a verb + prepositional phrase, iv) a verb + *as*?

- The match was rained off and we went home early.
 - The presentation was prepared with great skill.
 - He has long been regarded as the finest actor of his generation.
 - His every mistake was pounced on by the teacher.
-

Practice

1 The following verbs are commonly used in the passive. Fill each of the gaps in the sentences with an appropriate word from the list, adding any other words needed to make the passive.

overcome deemed inundated dwarfed dubbed shrouded scheduled baffled strewn short-listed

- 1 All the doctors we saw by the reason for her illness.
- 2 I'm afraid your recent work totally inadequate for the task.
- 3 Believe it or not, last month a news-reader the sexiest man on television.
- 4 When the police arrived, the victim's clothes all over the room.
- 5 The ex-champion by heat exhaustion in the final and was unable to finish the match.
- 6 How the intelligence services work in secrecy.
- 7 Since the film came out, I with requests for my autograph.
- 8 His house in the foothills by the surrounding mountains.
- 9 Their new CD for release next January.
- 10 Many people think a nineteen-year-old's first novel should for last year's National Literature prize.

2 In the following passage, some of the passive verbs are functioning as -ed participle clauses. Fill each of the gaps with a word from the list to complete a common collocational or idiomatic phrase.

haunted touched locked earmarked buffeted possessed hounded blessed doomed destined handicapped dogged

Jack, he's so unlucky: (1) by misfortune, (2) by fate at every turn and (3) by memories of the past. (4) in a battle with his family, (5) by the police and severely (6) by facial features straight out of a horror movie, he's (7) to failure.

Jill is so different: (8) with an ability to get on with everyone, (9) with genius, already (10) by her company for a top job and (11) to be a success in whatever she does, she's (12) of just about every quality Jack lacks.

3 Finish sentences (1–10) with a suitable prepositional phrase (a–j).

- | | |
|--|--|
| 1 The condemned man was reprieved | a for complaining to the referee. |
| 2 I was completely mesmerised | b by experienced machine operators. |
| 3 The old man was paralysed | c as aggressive. |
| 4 Both players were penalised | d at the last moment. |
| 5 I've been swamped | e for next Friday. |
| 6 The meeting has been scheduled | f by his performance. |
| 7 Ioannis was somewhat disconcerted | g by the lack of response. |
| 8 His behaviour was in danger of being construed | h with offers of help. |
| 9 She was hospitalised | i down one side after the stroke. |
| 10 The factory is staffed | j for three months after the accident. |

4 Complete the second CPE

sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

Example: Trained personnel man the office twenty-four hours a day.
staffed

The office *is staffed by trained personnel* twenty-four hours a day.

- 1 Since the advertisement, we've had more applications than we can deal with.
swamped
Since the advertisement applications.
- 2 The minister's response completely took the interviewer by surprise.
aback
The interviewer the minister's response.
- 3 Her lack of inhibition confused and embarrassed me.
disconcerted
I her lack of inhibition.
- 4 Each new generation is told the secret recipe.
down
The secret recipe to generation.
- 5 They decreased production following the economic downturn.
scaled
Production the economic downturn.
- 6 I can't stand the way the boss always patronises me like that.
talked
I can't stand to by the boss like that.
- 7 Their request was phrased extremely formally.
couched
Their request terms.

SECTION 6

The grammar of phrasal verbs

1 TYPES OF PHRASAL VERB

Phrasal verbs vary grammatically. The most important considerations are a) whether the verb is transitive or intransitive, and b) whether the particle is transitive or intransitive:

- Intransitive verb + adverbial particle:
Shut up!
How did this situation come about?
- Intransitive verb + prepositional particle:
I think we'd better look into this more carefully.
I'd reckoned without your being here.
- Transitive verb + adverbial particle:
I think we've left everyone behind.
Let's set our differences aside for the moment.
- Transitive verb + prepositional particle:
Don't worry: I won't hold it against you.
I showed everyone around the building.
- Verb + adverbial particle + prepositional particle:
Jane's gone down with flu again.
He's come in for a lot of criticism recently.

Note that some phrasal verbs can be used in more than one category, sometimes with a change in meaning:

- Her father turned her out of the house.*
Looks like it's turned out nice again.

Note that some words are always adverbial particles (e.g. *aback*, *back*, *away*) and some are always prepositions (*of*, *from*, *upon*, *into*). Most particles, however, can be used as both adverbial or prepositional particles.

1 Match each of the following examples of phrasal verbs with one of the five types listed above.

- a The sound died away in the distance.
- b You've missed out on an awful lot of work recently.
- c I think you should keep that to yourself.
- d It's not easy to get this concept across.
- e I ran into Ian again yesterday.

2 PHRASAL VERB OR VERB + PREPOSITION?

A verb can be followed by a prepositional phrase. The preposition is part of the phrase, and is not part of a phrasal verb:

- He ran up an incredibly high bill.* (= phrasal verb)
He ran up an incredibly high hill. (= prepositional phrase)

It is sometimes possible to tell whether the preposition belongs to the verb or the phrase by asking *Wh*-questions. If the verb needs the preposition in order for the question to make sense, it is probably a phrasal verb:

- Where did he run?* *Up the hill.*
What did he run up? *An incredibly high bill.*

However it is not always easy (or important) to distinguish between the two structures, and in practice it is not often important to do so. (See Unit 14.3 for verbs used with prepositional or adverbial phrases.)

2 Which of these two sentences contains a phrasal verb?

- a She's driving me up the wall!
- b A blue car drove up to the entrance.

3 POSITION OF OBJECT

With transitive verbs + adverbial particle, the position of the object varies:

- if the object is a pronoun, it nearly always goes after the verb:
I think you should hand it over immediately.
- short objects can often go after the verb or the particle:
Would you mind switching the light off?
Would you mind switching off the light?
- longer objects normally go after the particle:
They carried off everything that they found in the house.
- with some phrasal verbs, the object nearly always goes after the verb. This is a matter of collocation:
They called everybody back for another interview.
He found it impossible to shut the crowd up.
It is extremely difficult to tell the two brothers apart.

With intransitive verbs + preposition, the object always goes after the preposition:

- It was a great opportunity and she jumped at it.*

3 Which sentence is incorrect?

- a The opening minutes of the match were spent sizing up the opposition.
- b I think all that exercise has tired everybody out.
- c You've made a terrible mess and it's going to be difficult to explain away it.

4 PASSIVE PHRASAL VERBS

Some transitive phrasal verbs are more commonly used in the passive than others (see Unit 2, Section 5). This sometimes means we use different verbs when changing a sentence into the passive or active:

My father grew up near London.

My father was brought up near London.

Their teachers put a lot of pressure on them to taking extra exams!

They were pressurised into taking more exams.

Practice

1 The following sentences contain examples of each type of phrasal verb outlined in Section 1 on the previous page. Match the example with the types. There are two examples of each type.

- 1 He's rich enough to dine out most nights.
- 2 My friends eventually talked me into it.
- 3 He ignored my work and just tore it up.
- 4 She just rang off in the middle of the conversation.
- 5 It's time you faced up to your responsibilities.
- 6 I think you're reading too much into the situation: it's much simpler than you think.
- 7 As an entertainer, his appeal cuts across all social boundaries.
- 8 I stick by what I said earlier.
- 9 That building is awful: I wish they'd knock it down.
- 10 I think you'd better take that up with your boss.

2 Finish the following sentences by completing the phrasal verb in *italics* with a suitable particle and adding the object given. Some sentences have two objects, one for the verb and one for the preposition.

Examples: It's not an easy time but we're determined to see (it)

It's not an easy time but we're determined to see it through.

- 1 I had a blazing row with my girlfriend and she threw of the house. (me)
- 2 She said my problems all stemmed (my inability to accept commitment)
- 3 She tried to draw (me) (an argument about relationships)
- 4 I said that nobody was going to talk yet. (me) (marriage)

- 5 Nobody, and that included her, was going to push and tell me what to do. (me)
- 6 She told me that if that was what I thought, I could count (her)
- 7 She wasn't going to waste her life hanging for a no-hoper like me. (-)
- 8 There were plenty more fish in the sea and she was going to get (2 particles) (someone else)

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

Example: Both parties have ripped the contract to pieces.

torn

The contract *has been torn up by* both parties.

- 1 An awful lot has been omitted from the final draft of the agreement.

out

An awful lot has the final draft of the agreement.

- 2 There were thousands of sunbathers on the beach.

packed

The beach thousands of sunbathers.

- 3 Our founder was given an honorary doctorate in law by Edinburgh University.

conferred

An honorary doctorate in law Edinburgh University.

- 4 My traveller's cheques were stolen while I was abroad.

robbed

I traveller's cheques while I was abroad.

- 5 The accused claimed he hit the police officer as a result of provocation.

provoked

The accused claimed the police officer.

- 6 Many of us were shocked when a former actor took the oath as President of the United States.

sworn

Many of us were shocked when a former actor President of the United States.

- 7 The present came as a complete surprise to me.

aback

I the present.

- 8 They have reduced their trading activities in the war-stricken area.

scaled

Trading activities in the war-stricken area.



Exam practice 2

1 Circle a letter **A**, **B**, **C** or **D** that best fills each numbered gap.

A popular character in the nation's top television soap is (1) for something of which she was probably innocent. Having been (2) guilty of a series of fraudulent acts, she contemplates months of incarceration. A good storyline, but wait! Within hours the television station is being (3) with calls of protest. A national newspaper soon (4) up a campaign to have her freed. Thousands of T-shirts are printed with slogans (5) for her release. Offices and factory floors (6) to the sounds of animated debate. It is even mentioned in Parliament. It's easy to (7) off such idiocies as 'a bit of fun', but there's surely a more serious side. A fair proportion of viewers were obviously (8) in by the story to such an extent that they are unable to (9) fact and fiction apart. Everywhere, millions will pore over their 7-day TV guide to get a preview of the week's soaps, worried that they might (10) out on some little detail of the story. If a character is (11) to be past his or her sell-by date, and the decision has been taken to (12) him or her out, possibly to have them (13) off in spectacular fashion, viewing figures are likely to soar by up to twenty-five per cent. A life-threatening fire can be (14) upon to add millions to the ratings. A major wedding can find half of Britain sitting (15) to the screen! It's all very strange.

- | | | | |
|---------------|-------------|-------------|---------------|
| 1 A jailed | B prisoned | C sentenced | D charged |
| 2 A arrested | B called | C found | D discovered |
| 3 A bombed | B attacked | C streamed | D inundated |
| 4 A opens | B starts | C puts | D establishes |
| 5 A demanding | B calling | C insisting | D sounding |
| 6 A echo | B ring | C fill | D deafen |
| 7 A laugh | B smile | C take | D put |
| 8 A thrown | B carried | C indulged | D taken |
| 9 A keep | B take | C divide | D tell |
| 10 A take | B move | C miss | D jump |
| 11 A decided | B resolved | C deemed | D suspected |
| 12 A write | B cast | C sort | D work |
| 13 A ridden | B taken | C driven | D killed |
| 14 A leaned | B construed | C relied | D improved |
| 15 A swamped | B stuck | C paralysed | D glued |

2 Fill each of the numbered blanks in the passage with **one** suitable word.

After living (0) under the threat of extinction for more than thirty years, the national bird of the United States has (16) granted an official reprieve, as the bald eagle and twenty-eight other animal and plant species have been earmarked (17) removal from America's list of endangered species. The bald eagle, also (18) as the white-headed sea eagle, took pride of place at the top of a list of species likely to (19) taken off the endangered register in the coming years. The proposed 'delistings' are (20) promoted (21) the US Interior Secretary to counter a growing feeling among Republicans that endangered-species laws do not work. Charges of ineffectiveness have been (22) against these laws before, but more recently it has (23) been suggested that the situation may actually have been (24) worse by them. The recovery of the bald eagle follows thirty-one years on the critical list. Its numbers had been (25) to fewer than five hundred (26) the use of pesticides that reacted adversely (27) its reproductive system. The number of nesting pairs is now estimated (28) five thousand. Until now, few species have (29) been removed from the list. When they (30), it was usually because they had become extinct.



3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

Example:

You can usually trust Bernard to get the job done.

relied

Bernard *can usually be relied on* to get the job done.

31 Do not disconnect unless directed to do so by the supervisor.

switched

This machine is only are directed to do so by the supervisor.

32 The calculation would have been completely beyond me if it had not been for your help.

baffled

I if it had not been for your help.

33 The manageress often tried to make us stay behind to do extra work.

pressure

The manageress often stay behind to do extra work.

34 They think a fault in the fuel lines was behind the crash.

caused

A fault in the fuel lines the crash.

35 It's a mystery where the tribe originated.

shrouded

The origins mystery.

36 The public reaction to the President's announcement surprised everyone.

aback

Everyone the President's announcement.

37 The staff call Mr Bennett's office 'the torture chamber'.

dubbed

Mr Bennett's office the staff.

38 The guards wouldn't allow him in.

denied

Access the guards.

39 It's just possible we may need more staff.

ruled

The possibility of out.

40 He finally took the presidential oath.

sworn

He president.

SCORE

TOTAL SCORE

Modal verbs 1

Entry test

- 1 Fill each of the gaps in these sentences with an appropriate word or phrase.

EXAMPLE: It's highly unlikely that *we'll get* there much before lunch time.

- a We in touch until later this week regarding your estimate.
- b Do you think they us to use calculators in the exam?
- c I've heard there's a possibility that the match called off.
- d I don't think anyone in their right conceivably doubt that he's guilty.
- e John phoned the box-office and they say you any trouble getting a ticket at the door.
- f Presumably you wanting to go out tonight if you're feeling ill?

SCORE

FOR MODAL VERBS PREDICTING THE FUTURE, SEE SECTION 1.

- 2 Fill each of the gaps in these sentences with an appropriate word or phrase.

EXAMPLE: I suppose you *could have* a point when you say wages are low.

- a You well think it's possible, but I doubt it.
- b You won't of me before but I used to live next door to your sister.
- c You're a bit overweight; you doing more regular exercise.
- d That Vangelis over there – hasn't he gone away for the week?
- e That's absurd; they really taken your motorbike by mistake, surely?
- f They got here so fast, they run all the way.
- g I've been looking for you everywhere: you have told me you'd be here!

SCORE

FOR MODAL VERBS USED FOR TALKING ABOUT TRUE, UNTRUE, POSSIBLE: PRESENT AND PAST, SEE SECTION 2.

- 3 Fill each of the gaps in these sentences with an appropriate word or phrase.

EXAMPLE: I think we *had better leave* soon as it's getting late.

- a Please, you really about clearing up afterwards: I can do it when you've gone.
- b You will really a move on if you're going to finish painting that room today.
- c In my opinion, you as hard on him as you were.
- d You can't go on like this – you simply a holiday sometime.
- e You gone to so much trouble just for me.
- f You to come and see me off, but I'm glad you did.
- g All visitors to this site are the reception desk on arrival.

SCORE

FOR MODAL VERBS USED TO EXPRESS NECESSITY, DUTY AND ADVICE, SEE SECTION 3.

TOTAL SCORE

THE BASICS

1 HOW WE USE MODAL VERBS

The ten modal auxiliaries are:

*can may must will should
could might ought to shall would*

- Modals come before the infinitive form of a verb without *to* (except *ought to*):
I may meet her tomorrow. (See Watch out! opposite.)
- Modals never change form. They do not have *-ed*, *-s* or *-ing* endings:
Maria may join us.
- Modals never use *do* when forming questions or negatives. To form negatives we use *not* after the modal and before the verb:
Will you come?
You mustn't worry so much.
- We can use modals with the Continuous or Perfect form of a verb:
She should be arriving soon. She might have left.
- We can use modals with the passive form of a verb:
The interview can be arranged for another day.
- Modals are used in short answers and question tags:
You will apply for the job, won't you? Well, I might.
- Modals usually refer to events in the present or future:
I can come immediately, if you like. (= present)
I may ring you later. (= future)
- However, some modals can refer to the past:
I could read before I went to school.
- Other modals need the addition of *have* to refer to the past:
I should have realised earlier.
- Sometimes other verbs are necessary:
We could find the right address.
We managed to find the right address.
- We use other verbs with similar meanings to modals. These verbs always use *to*. They include *be able to*, *have to*, *used to*, *are / is / was to*, *be allowed to*, *be supposed to*, *manage to*:
I'm supposed to have let them know my decision by today.
Will we be allowed to bring our own food?

(For key difficulties with meaning, see Watch out!, Unit 4, p.63.)

watch out!

Ought to always uses *to*. Other modals never use *to*:

✗ *You oughtn't speak to your mother like that.*
You must to go and see that film.

✓ *You oughtn't to speak to your mother like that.*
You must go and see that film.

• *Dare* and *need* sometimes act like modals without *to*:

I dare say. I never need see her again.

• More often, they are ordinary verbs with *to*:
He dared me to jump over the edge. Do you need to know now?

(For more on *dare* and *need*, see Unit 15, Section 2.5.)

2 MAIN FUNCTIONS OF MODALS 1

Here is a list of uses dealt with in this Unit with examples. For other uses, see Unit 4, The Basics.

Predicting See Section 1

I shall be in Piraeus next week. A live concert in Athens would be extremely popular. You won't like this food: it's very spicy. They ought to / should win the next game easily.

True, untrue, possible See Section 2

The fare may not be cheaper on Sundays but it's worth checking. I'm afraid you may have broken your wrist. Well actually, you could be right. He ought to have got home by now. You'll all know what I'm talking about, I'm sure. She won't have arrived yet.

Deduction See Section 2

It must be right: there's no other explanation. That can't be Monica: she's in Spain. You couldn't have seen her – she left three days ago.

Necessity See Section 3

You must leave immediately. We mustn't be late. You needn't pay me now. I didn't need to take so much money. I have to get there for eight o'clock.

Duty and advice See Section 3

What shall I do? Should I tell her she's made a mistake? You should always pay your bills on time. You really shouldn't have done that. Ought I to tell him I can't come?

(For an alphabetical list of modals with their meanings, see pages 64–67.)

SECTION I

The future: predicting

1 SAYING WE ARE SURE SOMETHING WILL HAPPEN

We can use *will* and *shall* to talk about what we think will happen (for other ways of talking about the future, see Unit 1, Section 4):

Exports will continue to rise over the next few months.

I shall be staying in Tokyo for the next three days.

We shan't stay long; we have to be at Mary's by six.

- We can emphasise our certainty by adding really, (most) certainly / definitely, almost certainly, etc:
You definitely won't like the exhibition.
You'll certainly like their new CD.
- We can express doubt by adding presumably, (most) probably, etc:
You probably won't like their new single.
You'll presumably be wanting some more.

Differences between *shall* and *will*

We use *shall* with *I* or *we*. It is not normally acceptable with other persons, though it is sometimes used with emphatic promises:

I shan't have your X-ray results until next week.

You shall go to her party, I promise.

- When predicting something, there is little difference in meaning between *shall* and *will*:
We shan't / won't arrive much before midnight, I'm afraid.
- But we use only *will*, not *shall*, to ask for predictions:
Will I get grade A, do you think?
- We can use *shall*, not *will*, to make polite offers (see Unit 4, Section 1.2), or to ask advice:
Shall I turn the lights on?
Shall I wear the green or the blue tie?

2 SAYING IT IS POSSIBLE SOMETHING WILL HAPPEN

We use *may*, *might* and *could* to say that something is possible (see Watch out! in Section 2 for *may not*, *might not* and *could not*):

It may / might / could rain tomorrow.

- However, we commonly use *will* rather than *may* / *might* / *could* in questions:
Will it rain tomorrow, do you think?
- We can also use *would* in conditional sentences to

predict what would happen if something else happened, to talk about things that are very unlikely to happen, or are hypothetical:

He would get very annoyed if you rang him now.

A sunny holiday in Wales? Now, that would be a miracle!

- We can emphasise the degree of probability by adding other words:
She could conceivably come along a bit later. (= it's just possible) *She may / might very well come along a bit later.* (= it's quite likely) *I doubt whether we'll ever again experience a winter quite as cold as this one.*
- The situation, stress and intonation, and other words we use in the statement can affect the degree of probability more than the modal itself:
I suppose she might come, but I doubt it. (= it's doubtful) *Actually, I think she might very well come.* (= high probability)

3 IN MY OPINION...

We can use *should* and *ought to* to make subjective predictions (see also Section 2.2.). In the negative, we avoid *oughtn't to*, and prefer *shouldn't*:

They ought to / should win the next round easily.

You shouldn't have trouble with traffic.

- We use *should* and *ought to* to predict favourable events:
✗ *She should fail her driving test.*
The weather should be horrible tomorrow.
✓ *She'll probably fail her driving test.*
She should / ought to do well in her driving test.
The weather will be horrible tomorrow.
It should be fine tomorrow.

? check

Which of the above points do these sentences illustrate?

- 1 My mother will most certainly object to my going away over Christmas.
- 2 We should qualify for the World Cup easily next time.
- 3 I suppose it is just conceivable that we could get knocked out on penalties again.
- 4 Soula would be furious if she found out what you were doing.
- 5 Will we get there before nightfall, do you think?

Practice

- 1** Tick (✓) the sentences that are acceptable. Correct the others.

Example: You might as well come with us if you've nothing better to do. ✓

- 1 I won't be in the country when you two are tying the knot.
- 2 How much longer do you think that noise will be going on?
- 3 I don't think I shall be able to join you until 8.30.
- 4 Shall I look OK if I wear this?
- 5 You shall have to put two first-class stamps on this envelope.
- 6 I think a weekend away would be a good idea.
- 7 Presumably we would be laughed at if we tried it in public.
- 8 If he maintains his current rate of progress, he should sail through the exam.
- 9 Looking like that, he should compare unfavourably with the other candidates.
- 10 According to statistics, smokers shouldn't live as long as non-smokers.

- 2** Which of the professions said what? Write the number of the profession next to the letter for the statement. Then, write what you think the 'it' refers to where it's underlined.

Example: It may be necessary to take it away to put more memory in.

You write: a 0 (computer)

(0 computer engineer) 1 lawyer 2 barman
3 hotel receptionist 4 gardener 5 sailor
6 dentist 7 teacher 8 pilot

- a It may be necessary to take it away to put more memory in.)
- b It may have to come out; we might well not be able to save it.
- c It should only be about ten minutes; then we expect the all-clear for take-off.
- d With any luck we'll get a centimetre or two over the weekend. We could certainly do with it.
- e Very light now, yes, but it might just get up later on, in which case...
- f We may be able to get it overturned on appeal.
- g It certainly won't be ready until the maid has been in.
- h Is that it, or will you be wanting another?
- i It will certainly improve if you try harder to imitate the patterns that native speakers use.

- 3** Underline the options that can best complete each of the following sentences. Sometimes only one, sometimes both, are possible.

Example: They won't most certainly / most certainly won't approve of the scheme.

- 1 He'll no doubt be / He should be late for the meeting.
- 2 She shall / She will go on to greater things, I have no doubt.
- 3 The whole team may as well / might as well give up and go back to carpentry.
- 4 Will / Shall I in any way be exploited in this new position?
- 5 I reckon they ought to / might just down tools and go home.
- 6 It shall / will be touch and go whether she survives.
- 7 The outcome might / can rest on this last handful of votes.
- 8 I have to say that I won't definitely / definitely won't attend the meeting.

- 4** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

CPE

Example: I don't foresee there being any major problems.

think

I don't think there will be any major problems.

- 1 He's unlikely to have the common sense to ask for directions.
suppose
I the common sense to ask for directions.
- 2 I wouldn't have thought there's much chance of the package being here before Friday.
doubt
I here before Friday.
- 3 I don't think we could expect that much of him.
asking
I think much of him.
- 4 I suppose it's possible that she will break the world record at the next meeting.
conceivably
I suppose break the world record at the next meeting.
- 5 I can't see them finding the task insurmountable.
ought
They the task.

SECTION 2

Present and past: true, untrue, possible

1 TRUE/UNTRUE

Present

In addition to predicting (see Section 1), we also use *may*, *might*, *could* and *will* to say whether we think something is true or likely in the present:

You may / might / could very well be right. (= it's likely now) *You may / might / could conceivably / possibly have a point there.* (= it's not impossible) *That'll be my mother on the phone.* (= I'm quite sure) *Nikos'll be arriving in Brighton about now, I should think.* (= it's probable) *Surely he won't be there already?* (= I don't believe he is)

Past

We use *could have*, *will have*, *may have* and *might have* to speculate about the possibility of something happening in the past (see Unit 4, Section 2 for modals in the past):

They may have finished already, for all I know.
The doctor won't have had a chance to look at your X-ray yet.

- Sometimes we speculate about something that didn't happen but we feel there was potential for it to happen:
That wasn't a good idea – you might have hurt him.
- Sometimes we speculate about what happened without knowing exactly what did happen:
You may / might / could have done just enough to scrape through.

watch out!

- With negatives, we use *may not* / *might not* to express possibility (see also Section 4). But we use *could not* to talk about deduction (see 3 below) and ability (see Unit 4, Section 2):
I might / may not have her new phone number; let me check. (= possibility)
He couldn't be there already – it's over thirty miles away. (= deduction)
'How far is it to London from here?' 'I couldn't say.' (= ability)

2 IN MY OPINION...

We use *should* and *ought to* to give our subjective opinion about whether we think something is possible or true (see Section 1.3 for *should* / *ought to* for predictions):

I've fixed your video and it should / ought to be working all right now.

- However, we use *should* and *ought to* more commonly to give our opinion about whether something is right or not (see Section 3.2):
That table shouldn't be here. It should be over there.
There ought to be another packet of sugar in that cupboard.

3 DEDUCTION

When we give good reasons for thinking something is true or untrue, we use *must* and *can't* as opposites:

He goes to Scotland every year for his holidays. He must like it. (= I'm sure he does) *John can't possibly be seventy! He doesn't look a day over fifty.* (= I'm sure it isn't true)

- When we give reasons for making logical assumptions about the past, we use *must have* and *can't have*:
You look very relaxed – it must have been a good holiday. *Where's Dominic? He can't have left already, can he?*
- We can also use *couldn't* and *couldn't have*:
They couldn't be asking for me – no one knows I live here. (= disbelief)
He couldn't have taken it by mistake, could he? (= doubt)

4 EXPRESSING ANNOYANCE

We can use *might (have)* and *could (have)* to express our annoyance about things:

He could at least make an attempt to be polite. (= he doesn't)
He might have offered to pay! (= he didn't)
In speech, the modal verb is stressed.

? check

Which one of these sentences does not illustrate one of the points above?

- He'll probably be getting off the plane now.
- They must be enjoying themselves; just listen.
- You could have done the car a lot of damage.
- He may well come along later.
- I think that socket should work now.

Practice

1 Tick (✓) the pairs of sentences that express approximately the same idea. Put a cross (X) by those where there is a clear difference in meaning.

Examples: 9 I may well have been a little bit late in arriving.

It's quite possible I was a little bit late. ✓

10 We may not get there in time for the speeches.

We couldn't get there in time for the speeches. X

- 1 This could be the chance we've all been waiting for.
This might be the chance we've all been waiting for.
- 2 This may very well be the last chance for peace.
This might very well be the last chance for peace.
- 3 That's probably the postman dropping in the weekly free newspaper.
That'll be the postman dropping in the weekly free newspaper.
- 4 They won't have read our fax yet.
I doubt if they've read our fax yet.
- 5 The exam results should be here by now.
The exam results should be here any day now.
- 6 They must have taken a short cut to get here.
They had to take a short cut to get here.
- 7 You could have done yourself a nasty injury.
You might have done yourself a nasty injury.
- 8 The washing machine shouldn't be making such a strange noise.
The washing machine couldn't be making such a strange noise.

2 Tick (✓) the modal verbs that complete each of the sentences in this passage. One, two or all of them may be possible.

There *shouldn't/might not/ought not* (1) be a comma before the 'who' in this sentence, Kostas. Oh yes, you *may well/might well/will well* (2) say that writing English is not important for you. But you *could/may/might* (3) have to write a dissertation in English one day. Punctuation and spelling *should/could/may* (4) be quite a serious problem for you. But it *can/should/could* (5) always be possible for you to get full stops in the right place. And it *can't/shouldn't/mustn't* (6) be that difficult to spell most short words more or less correctly. You *may/must/might* (7) not have realised how flexible English is. For example, you *may/should/can* (8) find 'organisation' spelt with an 's' or a 'z'. It makes life easier, doesn't it?

3 Fill each of the blanks with a suitable word or phrase.

Example: I think *you may very well* have put your finger on the problem there.

- 1 Our neighbours must fortune on that new garden furniture of theirs.
- 2 It couldn't you spoke to; I wasn't even in the country at the time.
- 3 It's well past dinner time; surely the conference should by now.
- 4 She can't very well to have left the party so early.
- 5 I might like this would happen.
- 6 You could know beforehand that you couldn't come.

4 Fill each of the numbered blanks in the passage with one suitable word. **CPE/CAE**

The legend of the Loch Ness Monster goes back at least 1,500 years: the Romans found a carving by the ancient inhabitants of Scotland of a strange unidentified creature that may well have (1) a depiction of the monster. Modern legend, however, dates from 1933 when a local couple claimed they had seen an enormous animal. Speculation in the media was rife: supporters said the animal the couple saw (2) have been a leftover from the age of the dinosaurs, while others thought it was more (3) to have been the effects of too much whisky. Actor, film director and big game hunter Marmaduke Wetherell 'found' fresh footprints which, he claimed (4) only have been made by a creature over 20 feet in length. Less excitable people pointed out that surely such a large creature (5) have been spotted by local people before: it (6) hardly have grown to such a size unnoticed. It was, in all (7) , a hoax. Sure enough, museum zoologists explained that the footprints were those of a hippo – (8) those of a stuffed hippo's foot. Meanwhile, other more sober, level-headed people continued to claim sightings. Surely they couldn't all (9) wrong? Sceptical scientists said that the indistinct impressions of the monster gained by such people were most (10) optical illusions. They (11) be otters, or floating logs. They could very (12) be swimming deer. Other, less sceptical scientists pointed out that it (13) to be possible for science to settle the issue one way or the other, and so began the era of sonar. One university expedition produced a sonar image that might (14) well have been a flipper of a large animal, but, as others pointed out, was so indistinct that it could (15) as easily have been anything.

SECTION 3

Necessity, duty and advice

1 NECESSITY

We use *must* and *mustn't* when we decide for ourselves what's necessary:

*You **mustn't** keep asking for my help all the time.* (= I don't want you to) *I really **must** be going; it's getting late.* (= I think I must)

- We can also use *must* and *mustn't* for impersonal necessity:
*The lead **must** be connected properly or it won't work.*
- The strength of necessity varies with the situation:
*All questions **must** be answered.* (= order) *You **must** see the film – it's really good.* (= advice) *We **must** get together sometime and talk this over.* (= suggestion)

have to

Although not a modal verb, we often use *have to* and *have got to* (more informal) before verbs to talk about necessity. *Have to* usually suggests that someone else decides what's necessary:

*The notice says we **have to** report to the manager's office.*

*I've **got to** go or my boss will wonder where I am.*

- Because *have to* isn't a modal, it has a past form, -ing form, infinitive form, etc. This means we can use it in more situations than *must*:
*We **had to** break in because we'd forgotten our key.*
*They'll **have to** hurry if they're not going to be late.*
*I don't like **having to** wear a suit and tie.*
*He pretended **to have to** leave early.*

2 DUTY AND ADVICE

We use *should* and *ought to* to express our opinion about what's right and wrong:

*Drivers **ought to** be more considerate to other road users.* (= it's their duty) *You **should** take this responsibility very seriously.* (= it's your duty)

*You really **shouldn't** be lifting heavy furniture at your age.* (= strong advice / criticism)

- To talk about the past, we use *should have* and *ought to have*. They suggest what happened in the past was wrong or unfortunate:
*The Government **ought to have** listened.* (= they didn't)
*You **shouldn't have** worked so hard.* (= you did)
- We use *shall* as well as *should* and *ought to* to ask for advice:
*What **shall** I do? Do you think I **should** tell her?*

3 NOT NECESSARY

To say there is no obligation to do something we use *needn't*, *don't need to* or *don't have to*. In many instances there is little or no change in meaning, but:

- We generally use *needn't* when the authority comes from the speaker:
*You **needn't** come this evening if you don't want to.*
- We generally use *don't need to* and *don't have to* when the authority doesn't come from the speaker:
*You **don't need to / don't have to** carry an identity card.*
- To talk about the past, we use *needn't have* or *didn't need to / didn't have to*. *Needn't have* means 'you did, but it wasn't necessary':
*You **needn't have** cooked so much food.*
- With *didn't need to / didn't have to* only the context tells us whether it actually happened:
*I **didn't need to** go shopping, but I did, just for fun.*
*I **didn't have to** do any extra shopping, so I didn't.*

4 OTHER VERBS FOR EXPRESSING NECESSITY AND ADVICE

Other verbs express necessity or advice:

*Hard hats **are to be** worn on this site.* (= necessity)

*All guests **will** vacate their room before eleven o'clock.*

(= necessity)

*I **wouldn't** do that if I were you.* (= advice)

*You'd **better** phone home – they have news of your sister.*

(= advice)

- We use *had better* for advice in a particular situation. *Should* and *ought to* can be more general:
☒ *Employees **had better** give three months' notice.*
☒ *Employees **should** give three months' notice.*
*You'd **better** give in your notice if you plan to leave.*

For other ways of expressing necessity, see Section 5.

? check

Which one of these sentences does not contain the idea of necessity, duty or advice?

- 1 You'd better have a good excuse or you're in trouble.
- 2 This film should be really good: it's had great reviews.
- 3 You must try harder than that if you're going to make the team.
- 4 You should have got up earlier – then you wouldn't be late.
- 5 We may not need to give in to their demands.

Practice

1 Tick (✓) the sentences below which express necessity, duty or advice.

Example: It must be hard work on an oil rig, mustn't it? ✗

I must be on my way if you don't mind. ✓

- 1 The filler must be hard before you can paint over it.
- 2 You must be joking.
- 3 It must have been offside because the goal was disallowed.
- 4 Having to get up so early every morning is really getting me down.
- 5 A bike is sometimes worth having to beat traffic jams in towns.
- 6 Do you think I ought to give Dad a ring?
- 7 Should you have any problems with your computer, give me a call.
- 8 Doctors should respect their patients' wishes.
- 9 Are you saying we needn't have gone to all this trouble anyway?
- 10 He'd better not be late again!

2 Tick (✓) each of the sentences in which *didn't need to* can be replaced with *needn't have* + -ed.

- 1 It's sweet of you, but you really didn't need to buy me flowers.
- 2 It's a good job we didn't need to be here earlier.
- 3 It was strange that we didn't need to show our passports.
- 4 You didn't need to come and pick me up: I could have got a taxi.
- 5 There was a sofa in the other room: you didn't need to sleep on the floor.
- 6 I didn't need to use cash as I had my credit card with me.



3 Finish each of the following sentences in two different ways so that they are as similar in meaning as possible to the sentence printed before them.

Example: If I were you, I'd have the lobster.

a I think you ought to have the lobster.

b You really should have the lobster.

- 1 I really must be going now.
a I've absolutely
b I really mustn't

- 2 It may be possible for you to go there without a visa after all.
a It may not
b You might not
- 3 She should take some form of identification with her, shouldn't she?
a She'd
b It might be
- 4 Don't you think it's time we made our excuses and left?
a Hadn't
b Oughtn't
- 5 Why ever did you go to so much trouble with the refreshments?
a You really needn't
b It really
- 6 There is to be no talking whatsoever during the examination.
a Candidates will not
b Silence is to

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

Example: I don't foresee there being any major problems.

think

I *don't think there will* be any major problems.

- 1 Just recently, there has been a need for us to reduce our spending.
cut
Just recently we on our spending.
- 2 Why have I never met your partner?
introduce
You really to your partner.
- 3 There is growing pressure on the government to break their promise on health spending.
back
The government may find on their promise on health spending.
- 4 I didn't take the job because it would have meant doing a 50-hour week.
put
I didn't take the job because I would in 50 hours a week.
- 5 You don't need to take out this insurance.
under
You to take out this insurance.

Vocabulary

SECTION 4

Possibility, probability and certainty

Instead of using modals (see Section 2), we can express ideas of possibility, probability and certainty in other ways.

1 LIKELIHOOD

We can use a number of words and phrases to say how likely it is that something will happen. Here are examples:

- verbs and verbal phrases:
I bet you never write to her. I'd stake my life on his honesty. I don't doubt that he could do the job. I can't see the situation changing much in the foreseeable future. I assume he knows what he's doing.
- adjectives and adjectival phrases:
He's highly unlikely to arrive before nine. He's bound / certain / sure to arrive at some point.
- noun phrases:
The chances are that interest rates will fall in the near future. There's every chance / likelihood of interest rates coming down. There's a strong / a distinct possibility that interest rates will be reduced. It's odds on / the odds are that she'll succeed.
- adverbs and adverbial phrases:
Presumably, he'll be back. In all probability, today. Maybe even this morning – conceivably within the next half an hour. Doubtless he'll ring first.

1 Which of these sentences suggest that something is likely to happen?

- a She's hardly likely to tell us what really happened, is she?
- b There's an outside chance of a tornado hitting this region.
- c I presume we'll be having our weekly meeting on Friday.
- d I can't see why they shouldn't all pass.

2 IMPROBABILITY

We use a number of words and phrases to say how unlikely it is that something will happen. Here are some examples:

- verbs and verbal phrases:
I wouldn't bet on her coming first. I doubt if we'll meet again. In situations like that, climbers don't stand a chance of surviving. He hasn't got a cat in hell's chance of winning. (= informal)
- adjectives and adjectival phrases:
She's highly unlikely to have survived the earthquake.
- noun phrases:
The prospects of them surviving are slim. I have my doubts. There's very little / no chance / likelihood that the exchange rate will improve. There's a slight / slim possibility of her coming back. Hopes are fading / Fears are growing as to their chances of survival. The odds are against them coming out of their comas.

2 Which of these sentences suggest that something is unlikely to happen?

- a It seems odds-on they'll be married before the end of the year.
- b There's not much chance of us catching a bus at this time of night.
- c There's every likelihood of the Government doing a U-turn.
- d Don't bet on him staying until the end of the week.

Practice

1 Tick (✓) the sentences in which the speakers are optimistic that the project will go ahead.

- 1 I have little doubt that the project has great potential.
- 2 I must confess to a few reservations concerning the ultimate success of the project.
- 3 I have my doubts as to the wisdom of going ahead with such a project.
- 4 There's every chance that the doubts being expressed about the project will be unfounded.
- 5 The odds are against such a project getting off the ground.
- 6 It's odds on that the project will fall flat on its face.
- 7 I do believe that, contrary to public opinion, the project has every chance of success.
- 8 There's no way this project is going to see the light of day, I assure you.

- 9 I wouldn't bet against this project being the best thing to happen to us since the Euro.
 10 Barring a miracle, this project is bound to hit the dust almost immediately.

2 Tick (✓) which two options in each item are possible to complete the sentences.

Example: I reckon there's a good *possibility* ✓ / *chance* ✓ / *likelihood* / *odds* the match will be cancelled.

- 1 You'll have the *chance* / *possibility* / *occasion* / *opportunity* to look over the house tomorrow.
- 2 The *chances* / *odds* / *possibilities* / *probabilities* are she will reject him.
- 3 There's a *distant* / *remote* / *far* / *distinct* possibility that I'll be able to help after all.
- 4 I have my *doubts* / *uncertainties* / *beliefs* / *reservations* as to this applicant's suitability.
- 5 I'd *stake* / *offer* / *bet* / *invest* my mortgage on the fact that she's honest.
- 6 Our new gardener's *bound* / *convinced* / *hoped* / *certain* to make a good job of cutting the hedge.
- 7 The new student's *bound* / *likely* / *sure* / *confident* of passing the initial test.
- 8 She's in *any* / *little* / *no* / *full* doubt as to the identity of the intruder.
- 9 It doesn't look as *whether* / *though* / *how* / *if* the meeting's going to take place.
- 10 There will almost *inevitably* / *probably* / *certainly* / *inconceivably* be some teething troubles initially.

3 Write full sentences from the prompt words, adding any necessary words and putting the verbs into a suitable form. (All the sentences contain the word *chance*(s).)

Example: I / never / chance / go / university / I / your age.
 I never had the chance to go to university when I was your age.

- 1 He / no chance / ever / persuade / her / marry / him.
- 2 They / stand / much chance / grade A / as / I / become / Prime Minister.
- 3 There / a chance / that / my company / send / United States / for a year.
- 4 There / little chance / of / management / agree / employees' demands.
- 5 No one / have / a chance / yet / predict / outcome / this dispute / certainty.
- 6 Is / there / chance / of my borrow / your bicycle / half an hour?
- 7 The chances / that / the match / cancel.
- 8 you / a chance / speak / the personnel manager / yesterday?

4 Rewrite the four sentences in six different ways, each time using one of the words listed below it. Do not change the given word in any way. More than one answer may be possible.

Example: in item 1: The *odds* are against him passing.

- | | |
|--|--|
| 1 I don't think he'll pass.
(<i>odds</i>)
<i>probably</i>
<i>unlikely</i>
<i>likelihood</i>
<i>doubt</i>
<i>doubts</i> | 2 I'm pretty confident of her passing.
<i>odds</i>
<i>probability</i>
<i>doubt</i>
<i>bound</i>
<i>prospects</i>
<i>surprised</i> |
| 3 I doubt if we'll ever see him again.
<i>likely</i>
<i>surprise</i>
<i>chances</i>
<i>chance</i>
<i>prospects</i>
<i>well</i> | 4 No one can be at all sure of the outcome.
<i>far</i>
<i>uncertainty</i>
<i>unpredictable</i>
<i>certainty</i>
<i>lap of the gods</i>
<i>tell</i> |

5 Fill each of the numbered blanks with one suitable word.

CPE/CAE

This will now almost (1) prove to have been the driest April since the calamitous drought of 1924 and forecasters say the current spell is very (2) to continue well into next week and quite (3) beyond. A Met. Office spokesman suggested there was a slight (4) of rain just after the weekend but admitted there is every (5) that rain heading across the Atlantic (6) miss Britain completely. If it does, (7) of further rain within the next fortnight are thought to be slim. John Field of the National Farmers' Union said that there was a distinct (8) that many farmers were heading for the bankruptcy courts and didn't (9) a chance of staying in business another year. 'Here in the north, it's been without (10) the worst time anyone can remember. I haven't got the official figures but losses (11) run into tens of millions of pounds. And that's (12) to affect prices in the supermarkets very soon.' A ban on hose-pipes in all gardens now looks virtually (13) and the supply of general household water may very (14) have to be rationed in some areas. The Government will, in all (15), issue an official statement sometime in the next twenty-four hours.

SECTION 5

Obligations

1 LEGAL AND INSTITUTIONAL OBLIGATIONS

We can express legal and institutional obligations with verbs. Note that we often use the passive:

Visitors **are not allowed / permitted** to picnic on the grass.

Smoking on these premises **is strictly forbidden**.

Chewing gum **has been banned** from the canteen area.

José **has now been barred** from five different clubs.

Guests **are required** to vacate their rooms by midday.

Entry **is restricted** to authorised personnel.

- We can express obligation or permission with adjectives:
Military service is still **compulsory** in many countries.
Is her evidence **permissible** in court?
Joining the union is not **obligatory**.
- We also use many prepositional phrases to express legal obligation:
Is this **within or outside the law**? Some people think they are **above the law**. You're **under no obligation** to say anything if arrested. It's **in your contract**.

2 MORAL OBLIGATION

- We can express obligation using nouns:
It's your **duty** to help them.
You have an **obligation** to support your family.
The **onus** is on you to carry out the research.
- We can also express moral obligation using adjectives:
I felt **duty-bound** to go to her assistance.
There has been talk of an **illicit** liaison.
The agreement is **morally binding**.
- We can also use verbs:
You should always **honour** your promises.
I **was supposed** to let them know, but I didn't bother.
You shouldn't try to **wriggle out of** your obligations.

3 PERSONAL OBLIGATION AND FREEDOM OF CHOICE

- We use many common phrases to express personal obligation:
It's **your job** to make sure they all get back safely.
Isn't it **your turn** to cook? It's **up to you** to tell him; after all, he's your brother. It's **all down to you** to decide if you're going. (= you must decide)

- We also use a number of common phrases to suggest we have freedom of choice:
It's **up to you** what you wear. You **choose**. Do as you wish. It's **your choice**. Nobody's forcing you. No one's telling you what to do.

- 1 Which point above – 1, 2 or 3 – do these sentences relate to?
 - a She takes a dim view of disloyalty.
 - b Do as you think fit.
 - c You needn't feel obliged to stay more than a few minutes.
 - d He was sued for criminal negligence.
 - e Parking outside this exit is prohibited at all times.
 - f It's your life.

Practice

- 1 Fill in each of the following sentences with an appropriate adjective from the list.

compulsory obligatory duty-bound permissible illicit permitted illegal forbidden

- 1 Psychologists maintain we are all tempted by the concept of fruit.
- 2 I felt to stop and offer to help.
- 3 It's for children to buy cigarettes.
- 4 The driver was found to have above the level of alcohol in his blood.
- 5 Were affairs more or less common centuries ago than they are now, do you think?
- 6 There are three questions in the exam.
- 7 Do you think 'I didn't see him yet' would be in a composition?
- 8 Is the use of hyphens in 'two-year-old child' ?

- 2 Tick (✓) the underlined words or phrases that can complete each of the following sentences. Sometimes one will be possible, sometimes both.

- 1 This sort of behaviour is not acceptable / unacceptable.
- 2 It's always dangerous to take on unqualified / disqualified staff.
- 3 The goal was disallowed / not allowed because of handball.
- 4 Contributions to the pension scheme are voluntary / not obligatory.
- 5 Smoking is disallowed / not permitted in the school.
- 6 This song has been barred / banned by several radio stations.

- 7 The evening activities are entirely optional / compulsory.
- 8 It is extremely unwise / forbidden to touch these wires.
- 9 He was disqualified / banned from driving for two years.
- 10 If you did but know it, you're breaking the law / the rules.

3 Rewrite each of the following sentences using the two prompts that follow them so that it is as similar in meaning as possible to the sentence printed above it.

Example: You are responsible for ensuring that your equipment is in full working order.

down / make

It's down to you to make sure your equipment is in full working order.

- No one is going to force you to do anything you don't feel capable of.
compelled / up
- If he's broken the law, he can expect to be punished.
something / punishment
- You don't have to pay now if you would rather not.
under / prefer
- 'You mustn't pick things up and you really shouldn't touch anything at all,' the curator told us.
allowed / supposed
- The choice of restaurant for tonight's meal is entirely yours.
which / up
- Nobody's going to push you to decide here and now which college to go to.
pressure / choice
- One hundred per cent attendance on the course is not something we ask of you.
expect / all
- There are several bars that Richard is not allowed into any more.
number / barred
- The entertaining of guests in private rooms is strictly prohibited.
you / allowed
- Because you're the senior member of staff here, you should make the presentation.
being / up

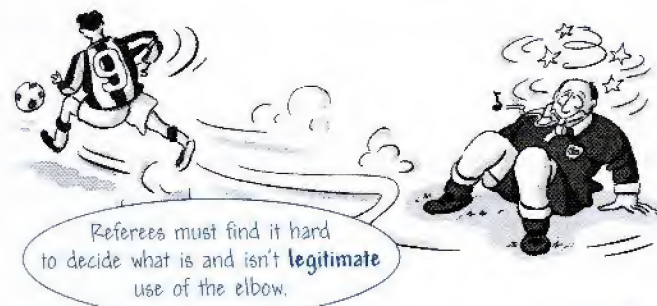
4 Write a prefix that makes the following words negative. Then write the negative word. (See Unit 6, Section 6 for more information on prefixes.)

Example: legal il = illegal

- | | | |
|---------------|--------------|--------------|
| a lawful | g rational | m essential |
| b permissible | h consistent | n acceptable |
| c reasonable | i manageable | o loyal |
| d reliable | j pardonable | p natural |
| e moral | k necessary | |
| f legitimate | l ethical | |

5 The differences between the following adjectives are often based on collocation as much as meaning. Match each of the adjectives on the left with a collocating noun on the right.

- | | |
|----------------|--------------|
| 1 illegitimate | a killing |
| 2 illegal | b child |
| 3 illicit | c advice |
| 4 unlawful | d pleasures |
| 5 legal | e substances |



6 Read the text below and decide which answer (A, B, C or D) best fits each gap. **CPE**

Many salespeople in electrical stores will tell you that you are under no (1) to buy their extended warranty for your new washing machine. It is entirely an (2) extra, and nobody is going to (3) down the law and (4) you to buy anything you don't want. Nevertheless, it is strongly implied that you have a (5) to yourself to make sure that you are covered for every possible eventuality. You are even made to feel slightly stupid if you don't buy the cover, and I think it is unreasonable, if not immoral, to put customers under such (6)

- | | | | |
|----------------|--------------|-------------|--------------|
| 1 A compulsion | B permission | C option | D obligation |
| 2 A additional | B optional | C essential | D ethical |
| 3 A put | B set | C lay | D write |
| 4 A force | B insist | C permit | D let |
| 5 A contract | B job | C rule | D duty |
| 6 A force | B pressure | C choice | D law |



Exam practice 3

1 Fill each of the numbered blanks in the passage with **one** suitable word.

How can you criticise somebody constructively to make sure that they (1) do as you ask in future? The (2) are that yelling at them is never going to work while constant complaining, on the other hand, (3) very (4) sound like a victim-like, poor-me moan that gives no incentive for change. Of course, if you do feel (5) to have a go at someone, go ahead, but it is rarely productive. Not only is it more or less (6) to end in a row or a sulk, there's also the (7) possibility it (8) be ignored. Constructive criticism really (9) to be adult, rational and reasonable. No wonder so many of us struggle with it: there's no (10) it's much easier being unreasonable. But even if you (11) manage to give criticism like an adult, it (12) mean the recipient will feel under any (13) to take it in the same way. In all (14) you will be met by hurt eyes, slumped shoulders and a sad face, and you (15) as well get used to the fact.

2 Use the words given in **capitals** at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

Many people seem to have (0) *inconsistent* attitudes towards drink driving. On the one hand, they view it as totally (16) that anyone should through their own selfishness be a danger to other road users. To kill somebody while driving under the influence is surely (17), however accidental it may be, and is technically defined as (18) killing.

Yet at the same time people (19) seem to assume that the same laws do not apply to themselves. Taking to the wheel having had a few glasses over the limit doesn't seem (20) when you do it yourself. Surely only a couple of extra drinks is perfectly (21), you reason. Yet when other people commit the offence, it is condemned as (22) and downright (23) Why these double standards? Surely it makes perfect sense that such a potentially lethal practice be declared (24)? And yet the die-hards continue to flout the law, continuing to drive even when (25)

- (0) CONSIST
- (16) ACCEPT
- (17) PARDON
- (18) LAW
- (19) RATIONAL
- (20) REASON
- (21) PERMIT
- (22) ETHICS
- (23) MORAL
- (24) LEGAL
- (25) QUALIFY

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

Example:

I doubt we'll ever improve on that score.

chance

There's not *much chance* we'll ever improve on that score.

26 There is no way he got the news from me as we haven't spoken.

passed

It the news to him as we haven't spoken.

27 The only explanation for him being so late is that there was a lot of traffic.

held

He or he wouldn't be so late.



- 28 It's not impossible that the looming crisis won't ever actually materialise.

bounds

It's not beyond the looming crisis won't ever actually materialise.

- 29 You can't escape your responsibilities so easily, you know.

wriggle

You can't your responsibilities so easily, you know.

- 30 Nobody is forcing you to take up the offer.

obligation

You are take up the offer.

- 31 You can't just tell people what to do.

lay

You can't just to people.

- 32 You don't have to have the leather seating if you don't want to.

optional

Leather seating extra.

- 33 Only people who have been given authority are allowed in.

restricted

Entry personnel.

- 34 They think it's more than likely the comet will be visible to the naked eye.

distinct

They think the comet will be visible to the naked eye.

- 4 Decide which answer (A, B, C or D) best fits each gap.

Hopes are (35) of finding the boat which was reported missing in the channel last weekend. No survivors have been found and the chances of picking up any now are (36), though people leading the search and rescue operation say there could just (37) be a chance that some of the crew could have survived by clinging to wreckage. The missing crew themselves have meanwhile come in for some public criticism. They exhibited a (38) disregard of the coastguard's warnings about adverse weather conditions. He expressed strong (39) about whether it was permissible for small boats to ignore such advice and said there ought to be more stringent (40) on the use of such a busy stretch of international water.

- | | | | |
|------------------|----------------|------------------|----------------|
| 35 A darkening | B going | C fading | D draining |
| 36 A thin | B narrow | C slim | D restricted |
| 37 A conceivably | B credibly | C imaginatively | D believably |
| 38 A required | B glaring | C forbidden | D flagrant |
| 39 A scruples | B reservations | C hesitation | D proviso |
| 40 A controls | B terms | C qualifications | D requirements |

TOTAL SCORE

Modal verbs 2

Entry test

- 1 Fill each of the gaps with a suitable word or phrase.

EXAMPLE: Despite all our encouragement, the horse *would not come* out of the box.

- a I really you back soon, I promise.
- b Rather annoyingly, my teenage son insist on playing loud music first thing in the morning.
- c My grandfather always think that reading books was a waste of time.
- d You a hand, could you?
- e If I were to pay you more, to do the job then?
- f Would as to pass me that spanner?

Score

FOR WILL, WOULD AND OTHER MODALS EXPRESSING INTENTION, WILLINGNESS, FREQUENCY AND HABIT, SEE SECTION 1.

- 2 Fill the gaps with a suitable word or phrase.

EXAMPLE: I might *be able to* try and sort things out, if I get time.

- a Unfortunately, I to get what I wanted in the supermarket.
- b I'd like to cook as well as my father.
- c My mother me some money if she'd wanted to, but she didn't.
- d Even if I had known what time you were arriving, I get to the station to meet you.
- e The students asked if let off lessons that afternoon.
- f I wonder have everybody's attention for a moment, please.

Score

FOR CAN, COULD AND OTHER MODALS EXPRESSING ABILITY AND PERMISSION, SEE SECTION 2.

- 3 Fill each of the gaps with a suitable word or phrase.

EXAMPLE: If you ask me, we *ought to have got* there by now: we must be lost.

- a I don't really think it is absolutely all of us should be there.
- b We cleared all the furniture off the balcony for should rain in the night.
- c Just in should think that the job is finished, may I point out that there's all the washing-up to do.
- d It won't last more than about half an hour, I imagine.
- e That was a close shave: it complete disaster if she'd found out.
- f You really me you weren't going to be there: I waited for you for ages.
- g It turns out we about missing your appointment as it's not until next week.
- h By the time we land, I reckon we in the air for about fourteen hours.

Score

FOR SPECIAL USES OF SHOULD AND MODALS IN THE PAST, SEE SECTION 3.

TOTAL SCORE

THE BASICS

For basic grammar information for modals, see Unit 3, The Basics.

MAIN FUNCTIONS OF MODALS 2

Here is a list of uses dealt with in this Unit. For other uses, see Unit 3, The Basics.

Intention, willingness See Section 1

I will finish this, I promise.

The horse wouldn't jump the fence.

I'll resist their attempts to take over for as long as I have to.

If you would step this way.

Shall I help, or can you manage?

I'll give you a hand with that.

You couldn't give me a hand, could you?

Frequency, habit See Section 1

He will often stop to chat and see how we are.

When I was at university, I would sometimes work all night.

I used to love cooking, but I never get the time nowadays.

Ability See Section 2

Can you swim? I could if I tried.

They thought they could persuade me, but they can't.

Permission See Section 2

May I go? Yes, of course you can.

Could I possibly use your phone? I'm sorry, you can't.

Special uses of should See Section 3

I suggested they should try again later.

I should imagine we'll be home in time for dinner.

(For an alphabetical list of modals with their meanings, see pages 64–67.)

watch out!

Key difficulties with meanings:

- The same modal can express different meanings or perform different functions:
You must phone me as soon as you get back.
(= giving orders)
He's not here – he must have left. (= deduction)
- Different modals can express similar meanings:
Shall I carry that for you? (= willingness)
Would you like me to carry that for you?
(= willingness)
- The exact meaning can change according to context or intonation:
Would you open the window for me, please?
(= polite request)
Would you stop making that noise immediately!
(= order)
- Modals can affect the level of formality and politeness (see Section 2):
May I leave early today? Of course you can.
Could I possibly use your phone?
I wonder if I might have your attention for a moment.
- A sentence can have two possible meanings according to the way it is spoken, or the knowledge people have of the situation:
You might have told me. (= 'Perhaps you did, I can't remember' or: 'Why didn't you? You should have')



MEANINGS OF MODAL VERBS

Here is a quick reference to the meanings of modal verbs. For basic grammar information, see Unit 3, The Basics; for key difficulties with meaning, see Watch out!, Unit 4, p.63.

Modal	Meaning / Use	Example
can	ability theoretical possibility permission requests offers	<i>Can you play the piano?</i> <i>Anyone can make a mistake.</i> <i>Can I leave early, please?</i> <i>Can you give me a hand?</i> <i>Can I help you out?</i>
can't / cannot	inability possibility prohibition deduction	<i>I can't play the piano.</i> <i>Can't you come any earlier? (= isn't it possible?)</i> <i>You can't leave until I say so.</i> <i>This bill can't be right.</i>
can't have	deduction	<i>She's gone to the wrong door – she can't have seen the sign.</i>
could	ability in the past possibility requests asking for permission permission in the past deduction idiomatic	<i>The shop had nothing that I could afford.</i> <i>There could be trouble if the Government tries to force this measure through.</i> <i>Could you give me a hand?</i> <i>Could I leave a bit early today?</i> <i>When I was young, I could stay up late at weekends if I promised to be good.</i> <i>That could be John's car I can hear – he said he was coming.</i> <i>You could at least tell me what they said. (= I think you should...)</i>
couldn't	inability in the past impossibility requests prohibition in the past deduction idiomatic	<i>I couldn't walk until I was nearly two.</i> <i>I couldn't eat another thing!</i> <i>Couldn't you try again?</i> <i>My mum used to insist that we couldn't go out until we'd tidied our bedroom.</i> <i>It couldn't be Joe, could it? I thought he was away on business.</i> <i>I couldn't agree more! (= I strongly agree)</i>
could have	possibility in the past annoyance	<i>Your actions could have had serious consequences.</i> <i>You could have told me! (= I wish you had told me)</i> <i>I could have murdered him! (= I was very angry with him)</i>
couldn't have	impossibility in the past idiomatic	<i>He couldn't have taken your car by mistake because he didn't have the keys.</i> <i>It couldn't have been better. (= It was perfect)</i>
may	possibility expressing hopes permission offers concession	<i>We may go to France next year.</i> <i>May you both be very happy.</i> <i>You may go when you've finished.</i> <i>May I be of any assistance?</i> <i>They may live next door but we hardly ever see them.</i>
may not	possibility prohibition concession	<i>We may not go to France this year.</i> <i>You may not go until you've finished.</i> <i>I may not be very intelligent but I can work out the answer to that question.</i>
may have / may not have	possibility in the past concession	<i>They may not have left yet.</i> <i>He may have written books on the subject, but that doesn't mean he's a world expert.</i>

Modal	Meaning / Use	Example
might	We use might as the past form of may after Past tense verbs possibility suggestions requests annoyance concession	<i>He said he might come with us.</i> <i>This expedition might be quite dangerous.</i> <i>You might try phoning directory enquiries.</i> <i>Might I borrow some money?</i> <i>You might at least say you're sorry!</i> <i>He might seem rude, but he's not really.</i>
might not	We use might not as the past form of may not after Past tense verbs possibility concession	<i>He said he might not come with us.</i> <i>You might not like it.</i> <i>He might not wear glasses, but his eyesight is not perfect either.</i>
might have	possibility in the past annoyance concession	<i>They might have been trying to contact us.</i> <i>You might have told me! (= I wish you'd told me)</i> <i>She might have worked hard, but you wouldn't know it from her results.</i>
might not have	possibility in the past concession	<i>They might not have noticed the sign.</i> <i>She might not have done all the work, but she certainly got good results.</i>
must	deduction obligation necessity	<i>What's that noise? It must be raining.</i> <i>You must take your shoes off in here.</i> <i>The wires must touch or it won't work.</i>
mustn't	prohibition	<i>You mustn't worry – you'll be fine.</i>
must have	deduction in the past necessity in the past	<i>I must have left my wallet in the car.</i> <i>In order to qualify for the job, you must have had several years' experience.</i>
mustn't have	necessity in the past	<i>You mustn't have had any driving convictions or you won't get the job.</i>
shall	prediction (I and we) intention (I and we) offers (I and we) official orders asking for advice	<i>I think we shall get back early next week.</i> <i>We shall give our final decision tomorrow.</i> <i>Shall I give you a hand?</i> <i>All the candidates shall remain in their seats until the end of the examination.</i> <i>What shall we do now?</i>
shan't	prediction intention	<i>We shan't get back much before ten.</i> <i>I shan't let him do that again.</i>
shall / shan't have	prediction	<i>We shall have finished by this evening. (= Future Perfect)</i> <i>We shan't have had nearly enough time.</i>

(continued)

Modal	Meaning / Use	Example
<i>should / ought to</i>	(those uses marked * are also appropriate to <i>ought to</i>) giving your opinion* before certain report verbs advice* obligation* (duty) instructions conditional (see Unit 5, Section 3.4) with <i>that</i> -clauses after certain verbs with <i>that</i> -clauses after adjectives in purpose clauses expressing doubt	<i>The traffic should / ought to be lighter today.</i> <i>I should think it will rain today.</i> <i>You should / ought to go out more often.</i> <i>People should / ought to treat each other better.</i> <i>All visitors should report to reception.</i> <i>If anyone should phone / Should anyone phone, tell them I'll be back this afternoon.</i> <i>I suggested that he should take a break.</i> <i>It is essential that you should contact us.</i> <i>They spoke quietly so that nobody should hear what they were saying.</i>
<i>shouldn't / oughtn't to</i>	(those uses marked * are also appropriate to <i>oughtn't to</i>) advice* obligation* (duty) giving your opinion* with <i>that</i> -clauses after certain verbs expressing doubt	<i>You shouldn't / oughtn't to drive so fast.</i> <i>People shouldn't / oughtn't to be so aggressive.</i> <i>The traffic shouldn't / oughtn't to be too bad today.</i> <i>I suggested that he shouldn't work so hard.</i> <i>I shouldn't think he'd enjoy it.</i>
<i>should have / shouldn't have / ought to have / oughtn't to have</i>	advice in the past giving your opinion* about the past expressing doubt about the past obligation* (duty) in the past with <i>that</i> -clauses after certain verbs	<i>You should have told me before.</i> <i>The traffic should have / ought to have been lighter earlier today.</i> <i>I shouldn't have thought he'd have enjoyed it.</i> <i>You should have / ought to have been there hours ago.</i> <i>They shouldn't have driven so fast.</i> <i>I suggested that he should have taken a break.</i>
<i>will</i>	prediction predicting the present truths and facts obligation / orders habits annoying habits willingness intention	<i>They'll be here soon.</i> <i>They'll be there by now.</i> <i>This car will only run on unleaded petrol.</i> <i>All passengers will proceed to Gate 7 immediately.</i> <i>She'll always try to help you whenever she can.</i> <i>He will smoke when I'm trying to eat.</i> <i>I'll give you a hand if you like.</i> <i>I'll put the letter in the post this evening.</i>
<i>won't</i>	prediction predicting the present truths and facts refusal intention	<i>They won't be here for a while.</i> <i>They won't be there yet.</i> <i>This car won't start.</i> <i>He won't join in unless he's first.</i> <i>I won't come this evening, I'm afraid.</i>
<i>will have /</i>	prediction	<i>I won't have finished this book by this evening.</i> (= Future Perfect)
<i>won't have</i>	predicting the past	<i>They'll have easily got there by now.</i>

Modal	Meaning / Use	Example
would	prediction predicting the present describing imaginary situations (for would in conditionals and after <i>wish</i> , see Unit 5, Sections 3.3, 4.2) habits in the past annoying habits in the past requests intention in the past (we use <i>would</i> as the past form of <i>will</i> , e.g. in reported speech) typical (annoying) behaviour advice	<i>They said they would be here soon.</i> <i>I thought they'd be there by now.</i> <i>You'd look better with your hair shorter.</i> <i>She would always try to help you.</i> <i>He would smoke when I was trying to eat.</i> <i>Would you open the door for me?</i> <i>He said he'd put the letter in the post later.</i> <i>It would start raining just as we went out.</i> <i>I'd talk to him about it if I were you.</i>
wouldn't	prediction predicting the present describing imaginary situations refusal in the past requests intention in the past (we use <i>wouldn't</i> as the past form of <i>won't</i> , e.g. in reported speech) advice	<i>They said they wouldn't be here for ages.</i> <i>I thought they wouldn't be here yet.</i> <i>You wouldn't say that if you'd met him.</i> <i>He wouldn't do what I asked.</i> <i>You wouldn't open the door for me, would you?</i> <i>He said he wouldn't be coming tonight.</i> <i>I wouldn't do that if I were you.</i>
would have / wouldn't have	events in the past which didn't happen or which did happen tentative thoughts deductions about the past (we use <i>would / wouldn't have</i> as the Past form of <i>will / won't have</i> , e.g. in reported speech after Past tense verbs)	<i>I'd have met you at the station if I'd known you were coming.</i> <i>I wouldn't have told you if I'd known you'd be so upset.</i> <i>I'd have thought he'd have jumped at the chance.</i> <i>I first went to Italy when I was at university; that would have been in 1982.</i> <i>He promised he would have posted it before five o'clock.</i>

SECTION I

Intention, willingness, frequency, habit

1 INTENTION AND REFUSAL

We use *will* and *would* (past or conditional) to express willingness or intention to do something. The precise meaning varies according to the context:

*I really **will** be good, I promise.* (= promise) *I'll leave if you say that again.* (= threat) *I **will** get there in time if it's the last thing I do.* (= determination)
*I **won't** be staying long.* (= intention or promise not to) *'Lend me five pounds.'* *'No, I **won't**.'* (= refusal)
*My father **wouldn't** help me out financially.* (= past refusal) *I'd give you a hand with the washing-up if I wasn't rushed off my feet.* (= conditional willingness)

- We occasionally use *shall* and *shan't* with *I* and *we*:
*I told you I'd succeed and I **shall**!* (= strong intention)
- We use *won't* and *wouldn't* to talk about machines 'refusing' to work properly:
*This program **won't** work with your computer.*
*My car **wouldn't** go this morning – I think it's the battery.*

2 OFFERS AND REQUESTS

We can use *will* and *would* to offer to do something:

I'll do that for you – it's no problem. (= offer)
*Markus said he **would** help me.* (= past offer)

- We also use other modals to make offers:
Can I help?
Would you like a hand with your luggage?
Shall I carry that for you?
May I be of any assistance? (= formal)
- We can also ask if someone else is willing to do something by making requests:
*You **wouldn't** mind giving me a hand, would you?* (= tentative) *Would you mind giving me a hand?*
*You **couldn't** give me a hand, could you?* *Do you think you **could** give me a hand?* *Can you give me a hand?* *Give me a hand, **would** you?* (= more direct)
- Note that we don't use *May you...* or *Shall you...* to make requests.
- We can ask very politely or formally using:
Would you be so kind as to hold this for me?
Would you be kind enough to hold this for me?

- We can also use *be willing to*, especially if there's the possibility that the intention won't be carried out:
~~✗ *I **will** help, but I don't have time.*~~
~~✓ *I'm **willing** to help, but I don't have time.*~~
- We use *may*, *might*, and *would* with *be willing to*, *be prepared to*, etc. to make very tentative offers:
*I **might be willing** to make a few contacts for you, at a price.*
- We can use *would* and *might* with *be willing to*, etc. to make requests:
*Would / **Might** you **be willing** to do the job if I offered you another ten per cent?*

3 FREQUENCY

We use *will* to talk about habits and typical behaviour in the present:

They'll spend hours on the phone to each other every night. (= they often do)

- We use *would* to talk about past habits and typical behaviour in the past:
*Every morning I **would** get up at the crack of dawn and take the dogs for a walk.*
- When stressed, *will* and *would* express the speaker's annoyance at the habits:
*She **will** play her music loudly when I'm trying to work.* *They **would** keep talking when I just wanted to go home.*
- *Used to* is similar to *would*. But, we only use *used to*, not *would*, to talk about states:
~~✗ *I **would** be much slimmer when I was younger.*~~
~~✓ *I **used to** be much slimmer when I was younger.*~~
- Note that words such as *never*, *always*, etc. are commonly used in different positions with *would* and *used to*:
*My dad **would always** / **always used to** read me a story before I went to bed.*

? check

Write (I) next to any sentence which refers to intention or refusal, (O) next to any which contains offers or requests, and (F) next to any which refers to frequency.

- 1 If all goes well, I'll be there just before six.
- 2 Shall I open the window?
- 3 Tomorrow, as always, I'll get up and do my homework before breakfast.
- 4 This door simply won't open.
- 5 Ian said he'd give us a hand to clear up.

Practice

1 Match the direct speech (1-6) with the report (a-f).

Example: 0 I'll give you a lift. g She offered to ...

You write: 0 g

- | | |
|--|-----------------------------|
| (0 I'll give you a lift.) | a He begged me to ... |
| 1 I'll write to you every day. | b They warned me not to ... |
| 2 No, I won't pay and that's that. | c She just asked me to ... |
| 3 I'll report you to the authorities! | d She promised to ... |
| 4 You'll be sorry if you touch that. | e He threatened to ... |
| 5 Could you take the other end of this for me? | f She refused to ... |
| 6 Couldn't you possibly for once turn a blind eye, please? | (g She offered to ...) |

2 In each item below one or two options may be possible to complete the sentence. Underline those that are possible.

Example: I may / might / will be willing to spare you half an hour this afternoon.

- 1 Might / Can / Would you mind lifting your feet for a moment while I Hoover?
- 2 May / Could / Would you be so kind as to give me some advice?
- 3 Shall / Will / Can I carry that rather heavy-looking case for you?
- 4 Will / Could / Can you possibly come back a little later?
- 5 May / Would / Might you be willing to refund the money we have already paid you?
- 6 Do you think you will / may / could stand a little further away?

3 Fill each of the blanks with the appropriate animal from the list. Write which use of will or would the sentences illustrate.

Example: Eels will often swim thousands of miles in the course of a year. *Typical behaviour*

(eels) pigeons bees whales rhinoceroses cats

- 1 Poachers will do almost anything to get hold of the horn of white
- 2 will usually lick their kittens almost non-stop in the early days of their lives.
- 3 Hundreds of years ago, passenger would blacken the skies of North America.
- 4 will occasionally be found beached on a shore, having lost the rest of the school.
- 5 There's a theory that will never sting you unless provoked.



4 Put a tick (✓) beside the sentences in which **would** could replace **used to**. Put a cross (✗) beside the others.

Example: Switzerland used to be part of Austria. ✗

In the past several families used to live in the same house. ✓

- 1 Family values used to be quite different in those days.
- 2 It used to be quite normal for cousins to marry.
- 3 Generally speaking, these marriages used to succeed as well as any others.
- 4 People used to have different ideas about family relationships then.
- 5 The father used to farm and hunt and the mother used to look after the home.

5 Complete the second CPE sentence so that it has a similar meaning to the first sentence, using the word given.

Do not change the word given. You must use between three and eight words, including the word given.

Example: I'd like to help you but unfortunately it's not possible. **out**

I wish I could help you out but unfortunately it's not possible.

- 1 Could you possibly help me with the dishes? **hand**
You with the dishes, could you?
- 2 He threatened to tell my wife everything unless I confessed. **let**
He said unless I confessed.
- 3 Shall I pay by cheque or would you rather I paid cash? **prefer**
Would you like me cash?
- 4 I'd be grateful if you could forward any e-mails to this address. **appreciate**
I'd enough to forward any e-mails to this address.

SECTION 2

Ability, permission

1 ABILITY IN THE PRESENT AND FUTURE

Can is the most common modal we use to talk about ability in the present and future:

I can give you a lift this evening if you like.

Can you pick up spiders?

CAN OR BE ABLE TO?

We sometimes use *be able to* with the same meaning as *can*:

I can't / am not able to give you an answer at the moment.

- We use modals like *will* with *be able to* as a future form of *can*:

One day people will be able to go for a holiday on the moon. I might be able to help you.

- We also use *be able to* in the infinitive and -ing form. We sometimes use verbs like *feel* and *seem* instead of *be*:

I'd like to be able to write as well as that. I like being able to do exactly what I please. I don't seem able to find the energy for playing football these days.

- We commonly use *can*, not *be able to*, with the meaning 'know how to', and with verbs related to the senses like *see*, *hear*:

Can you read music? I can smell something burning.

- Could*, and sometimes *would be able to*, are common in conditional sentences, referring to the present or future. *Could* is more tentative than *can*:

I could come a bit earlier if that would be helpful.

- We use *could*, or sometimes *was able to* after *wish* to talk about hypothetical ability:

I wish I could cook.

2 THEORETICAL POSSIBILITY

Rather than expressing ability, we sometimes use *can* to say that something is possible in theory:

Speaking in public can be quite traumatic for many people. It can still be very hot in Egypt in September.

3 ABILITY IN THE PAST

Could

We often use *could* as a past form of *can*:

I could hear a noise and went outside.

Could (have) or was able to?

- For general ability in the past, we use *could* or *was able to*. *Could* is more common:
I could / was able to swim when I was five years old.
- For a specific event showing success after trying, we use *was / were able to*, *managed to* or *succeeded in*, but not *could*:
I was able to / managed to solve her problems for her.
- We can use *could* or *would have been able to* to talk about conditional or hypothetical past ability:
I wouldn't have been able to find her in that crowd even if I'd known she was there.
He could have helped me, if he'd tried. (= but he didn't)
He couldn't have helped me anyway. (= he didn't)

4 PERMISSION

We use *can* and *could* as well as other modals to give and ask for permission:

Can I go now? No, you can't. I won't let you.

They asked if they could go.

5 POLITENESS AND FORMALITY

When giving or asking for permission, or making requests or offers, the degree of politeness or formality depends strongly on the situation, stress and intonation, and who is speaking to whom. As an approximate guide, *may* and *might* are more polite and formal; *could* and *would* are more polite than *can* and *will*:

Can I leave early today? Of course you may.

Could I possibly use your phone?

Visitors to the college may not enter private rooms.

- We often use *might* with wonder:
I wonder if I might have your attention for a moment.
- However, because *may* and *might* are formal, they can sound aggressive or sarcastic:
Might I suggest that you talk to the manager about it?
And where have you been, may I ask?

? check

Which of these sentences does not express ability, theoretical possibility or permission?

- You may leave the room when you have finished.
- May I be of any assistance?
- I can't open this door: it's stuck.
- I could have told him last week if he'd asked me.
- Believe it or not, crocodiles can make good pets.

Practice

1 Rewrite each of the following sentences using a modal. More than one modal may be possible.

Example: Is there any chance of me borrowing your Walkman tomorrow afternoon?

Can / Could / May I borrow your Walkman tomorrow afternoon?

- 1 Is it all right if I miss the first few minutes of tomorrow's meeting?
- 2 I wish my writing in English was better.
- 3 One day soon, Internet access is sure to be available to every schoolchild.
- 4 I knew how to swim before I was three.
- 5 A wasp sting was sometimes a cause of death in those days.
- 6 These photocopiers have proved to be quite temperamental.
- 7 The journey here took us twice as long as it needed to.
- 8 Even if they'd wanted to land at Heathrow, it was impossible because of the fog.
- 9 And what is this baby doing sitting on my desk, if you don't mind my asking?

2 Arrange each of the following comments using *can't* into five groups according to their basic meaning. One group will have five comments, the others two each. Two have been given as examples.

- | | | |
|-----------------------|------------------------|----------------------|
| (I can't believe it.) | d I can't get over it. | j I can't put it out |
| (I can't take it in.) | e I can't stop myself. | of my mind. |
| a I can't understand | f I can't work it out. | k I can't stand it. |
| it. | g I can't bear it. | l I can't face it. |
| b I can't manage. | h I can't cope. | m I can't put up |
| c I can't help it. | i I can't take it. | with it. |

1	2	3	4	5
I can't believe it.				
I can't take it in.				

3 Fill each of the gaps with a form of *be able to* followed by an appropriate verb.

Example: I don't think I *will be able to drive* you to the airport.

- 1 I never out the difference between a PC and a Mac.
- 2 I would really love myself more interestingly on paper.
- 3 You him on this number, but I have my doubts.
- 4 They just the drowning man to safety, thank goodness.
- 5 If you don't feel a contribution, just say so.

4 The outgoing President is in bullish mood. Complete his claims with *could*, *could have*, or a suitable form of *be able to* plus an appropriate verb.

Example: No one *could have done* more than I have to increase this country's standing in the world.

- 1 In my first term of office I this country back on its feet after my predecessor's mistakes.
- 2 In this second term I in the most exciting new legislation this country's seen for decades.
- 3 With anyone else in power, there economic chaos.
- 4 I my head up high throughout my presidency.
- 5 I any allegations you care to make against me.
- 6 I new measures which will eventually make the world a far better place.

5 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

- 1 I hope one day we can agree more favourable terms.
reach
I hope one day it on more favourable terms.
- 2 Some supermarket beef can be rather tough.
tendency
Some supermarket beef rather tough.
- 3 Would you kindly inform everyone of the change of procedures?
wonder
I as to inform everyone of the change of procedures?
- 4 Maybe I could have helped you.
possible
Maybe help you.
- 5 In the end we were able to communicate with sign language.
message
In the end we succeeded across with sign language.

SECTION 3

Special uses of *should*; modals in the past

1 SPECIAL USES OF SHOULD

We often use *should* in *that*-clauses after verbs connected with suggestions, requests or orders:

*I suggested that he **should** take a break.*

*They insisted I **should** take a pay cut.*

- Other verbs we often use with *should* include:

demand propose urge require
recommend decide maintain warn

In more formal English, we can omit *should* in *that*-clauses (see Unit 5, Section 1.1 for Present subjunctive and alternative *should*).

- We also use *should* in *that*-clauses after adjectives connected with importance, e.g. *It is important that...*, or personal reactions, e.g. *I was surprised that...*:
*It's essential that you **should** contact us as soon as you have any information.*
- Other adjectives we commonly use with *should* in this way include:
important necessary surprising normal
sorry horrified interesting worried
Again, we can omit *should*.
- We use *should have* to talk about the past:
*He found it astonishing that anyone **should have** wanted to buy such an ugly present.*
- We sometimes use *should* in purpose clauses (see Unit 6, Section 2) after conjunctions like *so that*, *in order that*, *in case*, *for fear that*, *lest*:
*They spoke quietly **so that** nobody **should** hear what they were saying. He disguised himself **lest** he **should** be recognised.*
- We also use *should* before certain verbs, e.g. *imagine*, *think*, *say*, *hope*, to express concepts about which we are not certain:
*I **should imagine** we'll be home for dinner.*

2 MODALS IN THE PAST

Could, would, might

Could and *would* are the only two modals we commonly use on their own to refer to the past:

*I **could** drive a tractor before I knew how to drive a car.*
(= ability) *We **couldn't** leave the building during the lunch break.* (= permission)

*Every morning I **would** get up early and feed the chickens.* (= habitual behaviour) *I **wouldn't** do what I was told.* (= refusal)

- We also use *might* occasionally:
*In those days, they came for lunch and **might** stay on for supper.* (= possibility)

Modal Perfects

Other modals may refer to the past when used with the Perfect (*have* + *-ed*). We use modal Perfects in three ways:

- to speculate about events in the past, or imagine the opposite had happened:
*I **would have talked** to him but I didn't have time.*
*You **should have told** me you were coming.*
*They **ought to have informed** us of the change.*
*We were lucky – the whole thing **could have ended** in disaster.*
*You **needn't have gone** to so much trouble.*
*You **might have warned** me.*
- to talk about past events when we are not sure whether they happened or not:
*I can't find my diary anywhere – I suppose I **could have left** it at home.* (= it's possible) *She **may have phoned** my office after I left.* (= it's possible)
*She **can't have left** already!* (= I don't think she has)
*She **must have given** it to someone else.* (= I'm almost certain) *They **might have gone** home by now.* (= it's possible) *They **should have got** there by now.* (= I think so)
- to talk about possibility in the present and future. This is a form of the Future Perfect (see Unit 1, Section 2.2):
*You **should have already gone** through immigration by the time I get to the airport.*

? check

Identify these uses of *should* in the following sentences. Write the appropriate letter.

a after adjectives b after a verb c after conjunctions
d referring to the past e before a verb

- For fear that they should ask him again, he pretended to be deaf.
- I'm worried that they should think I've not been telling the truth.
- I maintain we should continue for the time being.
- I should think it gets quite cold at night here, doesn't it?
- I should have known you'd be involved somehow.

Practice

- 1 Rewrite each of the following sentences in each pair (a-b) using *should* and one of the words listed. You may want to change the form of verbs.

Example: **incredible**

- a The new trainer wants to hand in his notice already? I just don't believe it.

It's incredible that the new trainer *should* want to hand in his notice already.



- 1 **important normal**

- a Some students tend to feel a little homesick in their first week here. I can understand that.

- b Children must be taught the difference between right and wrong. I believe that strongly.

- 2 **odd bewildering**

- a Why has he complained now, right at the end of his course? I just can't work it out.

- b I wonder why she left without saying anything. I'd really like to know.

- 3 **insisted warned**

- a 'Don't let your feelings run away with you, will you?' said the youth club leader.

- b 'We simply must go to the police about this latest attack,' said a bystander.

- 2 Add a suitable word to fill each of the gaps.

Many people want to be pop stars in order (1) people should mob them in the street and faint in front of them, but the Spice Boys have taken to donning disguises whenever they go out (2) fans (3) recognise them. One of the group even goes around in a Mickey Mouse mask for (4) that he should (5) recognised. They always lock their bedroom doors at night in case someone should (6) to get in, and they never announce their immediate plans so that (7) should know where they're going. Girlfriends, sadly, are out of the question in (8) female fans (9) become jealous. They're not even allowed to read the papers (10) they should read a bad review.

- 3 Fill each of the gaps with a suitable word or phrase.

- 1 It shouldn't us more than half an hour to get to the airport.
- 2 Last night's match could into a complete fiasco.
- 3 The chairman insisted that all shareholders should of the board's decision in writing.
- 4 She just her mind despite all our pleas, would she?
- 5 You should that into account before you went and spent all your money.

- 4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

Example: He promised to be here by ten o'clock without fail.

definitely

He said *he would definitely be here* by ten o'clock.

- 1 Don't you regret reacting in the way you did?
differently
Don't you think from the way you did?
- 2 I bet she felt stupid when she realised who she had been speaking to.
dawned
She must on her who she had been speaking to.
- 3 Do you think we should have got her opinion about it first?
sounded
Ought out about it first?
- 4 He always refused to behave deferentially to the senior partners.
treat
He would respect they were due.
- 5 It's possible she didn't fully appreciate how important this was.
gravity
She may of the situation.

Vocabulary

SECTION 4

Frequency

As well as using modal verbs and *used to* (see Section 1.3), we can express frequency in many ways.

1 ADVERBS AND ADVERBIAL PHRASES

We most commonly express the idea of 'how often' with adverbs of frequency:

I rarely / seldom go into the centre of town if I can help it. John frequently / normally / often smokes more than a packet a day. We were constantly / regularly being criticised. I've told you repeatedly not to tip your chair back.

- We can also use adverbial phrases:

I still see my first girlfriend now and then / now and again / every so often. We were being attacked all the time / again and again. It's been raining on and off all day. From time to time I check my e-mails. I've been working non-stop since Friday.

- We can express frequency more precisely in many ways:

This happens every four years / twice a month / on a daily basis / forty times a minute. Buses leave every hour on the hour / in quick succession. I cook once in a blue moon.

2 ADJECTIVES

We can often express frequency using adjectives:

It's uncommon / unusual / rare for anyone to disown his parents. Some people are prone to headaches. Stop that incessant noise! I'm liable to get sunburnt. He won how much? That's unheard-of!

3 HABITS AND TRENDS

Verbs, and verb and noun phrases, can express habits and trends:

Many people tend to talk too much. Some are in the habit of talking to themselves. Others have a tendency not to listen to other people. The underlying trend is towards low inflation. Do you follow the latest trends in fashion? Parisian designers set the trend for others to follow.

- 1 Fill in the gaps in each of these sentences with one appropriate word.

- a We like to go abroad every and then.
- b All the guests arrived in quick
- c Ian is somewhat prone exaggerating problems.
- d I am in the of getting up early during the week.
- e I think John a tendency to panic in an emergency.

Practice

- 1 Two or three of the options can complete the sentences. Underline them.

- 1 I do question whether a seventeen-year-old will be able to stand up to the pressure of the job.
a non-stop b relentless c constant d liable
- 2 I wish I could the habit of drinking coffee late at night.
a break b stop c avoid d get out of
- 3 The figures have to be calculated on a(n) basis.
a daily b fortnightly c annually d monthly
- 4 Spot checks can be made anything up to three times year.
a per b the c in a d a
- 5 We still meet up for a drink and a chat once
a in a blue moon b at a time
c in a black mood d in a while
- 6 We write to each other but not very often.
a occasionally b regularly c now and then
d rarely
- 7 He's in the habit of
a interrupting me all the time b humming to himself
c making me happy d not being able to say what he means
- 8 I have problems when it comes to deciding whether there's a hyphen or not.
a all the time b unwaveringly c invariably
d frequently
- 9 It is for babies to be born with hair, isn't it?
a relatively rare b unusual c quite often
d very seldom
- 10 She's telling me where I've gone wrong in my life.
a forever b all the time c on and off
d constantly

2 Fill each of the gaps in these extracts from students' end-of-year reports with an appropriate word from the list.

again from unfailingly occasion prone (constant) consistently
sporadic fortnightly regularly now too course intervals uncommon
tendency regularity clockwork

Example: Unfortunately, she requires *constant* supervision.

- 1 She is cheerful and co-operative.
- 2 His attendance at classes has been , to say the least.
- 3 He has a(n) to drift off into his own dream world.
- 4 His written work has earned him high grades.
- 5 time to time his powers of concentration wane.
- 6 Every and then he comes to life and contributes.
- 7 He is to lapses of concentration.
- 8 Her performance in the tests has been impressive.
- 9 He has been warned time and time about his behaviour.
- 10 On the odd when homework is handed in it is unsatisfactory.
- 11 It is not for his work to be handed in extremely late.
- 12 She is still late for lessons, despite frequent warnings.
- 13 She is missing classes with alarming
- 14 She delivers her assignments as regular as
- 15 She is able to produce in the of a single lesson what many students require a week to produce.
- 16 All often she is slow to respond and appears not to be concentrating.
- 17 He needs a fairly stern word at regular

3 Rewrite each of the sentences using the two words given in such a way that it is as similar as possible in meaning to the sentence printed before it.

Example: Every now and then there tend to be violent storms in this area. **liable / intermittent**

There are *liable to be intermittent violent storms* in this area.

- 1 Every two months there will be a spot check on how the business is being run.
second / carried
- 2 An employer striking an employee is almost unheard-of.
extremely / physically
- 3 Such assaults almost invariably lead to criminal proceedings.
would / rare
- 4 It's not normal for people to insure themselves against minor accidents.
usually / serious
- 5 The pressure for the employees here is non-stop.
working / under
- 6 Employees are normally entitled to two ten-minute breaks a day.
rule / twice
- 7 It's getting monotonous how regularly junk mail arrives on our doorstep.
receive / regularity

- 8 It's unheard-of for a student to get a refund if they curtail their course.

unprecedented / given

4 Fill each of the gaps CPE/CAE in the following passage with one suitable word.

It has only recently been discovered that aggression, which (1) to be regarded as a characteristic that animals were particularly prone to, is not what it appeared to be. Zoologists studying chimpanzees have long observed that every (2) often fights break out, sometimes (3) an almost daily (4) What they have now discovered is that making peace after a fight is, more often than (5), a skill cultivated with quite as much attention. When dominant and subordinate chimpanzees are observed hour (6) hour as individuals and not just as species, they are seen to be engaging with almost monotonous (7) in angry or violent confrontations, but within forty minutes, no less than half of them are kissing and stroking their former enemies. It is not (8) for a crowd of them to gather around to watch the reconciliation and even, (9) time to time, applaud the kiss. This does not mean they are not aggressive, for without the aggression there would be no reconciliation, nor that they all make peace in the same way day (10) day (11) The males, after fighting amongst themselves, (12) to make peace twice as quickly as females who have fought females, as though power, for males, depends on forming alliances which are rarely if (13) permanent. Females, however, have a (14) to distinguish much more sharply between friend and foe and are (15) to hang onto their grievances for longer.

SECTION 5

Ability, quality and achievement

As well as using modal verbs and other verbs such as *be able to*, *manage to*, *succeed in* (see Section 2), we can express ability, quality and achievement in other ways.

1 ABILITY

We use many adjectives to collocate with *ability*:

<i>outstanding</i>	<i>uncanny</i>	<i>innate</i>
<i>remarkable</i>	<i>average</i>	<i>hidden</i>
<i>striking</i>	<i>natural</i>	

- There are many nouns to describe different types of ability. Note the collocations:

He has a great aptitude for languages.

Ian is renowned for his expertise in these matters.

He has a gift for making people feel relaxed.

I seem to have lost the knack of doing this.

She seems to have an infinite capacity for hard work.

- We can describe some natural abilities with these idiomatic phrases:

He has a head for figures/a nose for gossip/an ear for rhythm/an eye for detail.

- 1 Which two of the following adjectives does not collocate with *ability*?

remarkable natural competent striking
innate outstanding talented hidden

2 QUALITY

The *quality* of something can *decline*, *deteriorate* and *fall*. It can also *vary* or *fluctuate*. Fortunately, it can also *be maintained* and even *improve*. It can show a *marked improvement*.

- There are innumerable adjectives we can use to describe quality, ranging from *abysmal* through *mediocre* and *uneven* to *superlative*.
- We can talk about a person's *qualities*, meaning 'characteristics'. We can say their *personal qualities* are *admirable*, *endearing*, *obvious* or *outstanding*. On the other hand, we might find their qualities *elusive*. But nobody is entirely bad, and everyone has some *redeeming qualities*.

- We use a number of adjectives to describe people's jobs and abilities:

<i>a top lawyer</i>	<i>an eminent historian</i>
<i>a leading politician</i>	<i>a born leader</i>
<i>a prominent fashion designer</i>	<i>a polished performer</i>
<i>a natural comedian</i>	<i>a strong swimmer</i>
<i>a talented pianist</i>	

- 2 These adjectives all collocate with *quality*. Group them according to whether they describe excellent, moderate or bad quality.

abysmal mediocre superlative inferior outstanding
star atrocious prime patchy top reasonable

3 ACHIEVEMENT

We can *disparage*, *sneer at*, *make light of* or *belittle* someone's achievements. We can use a number of idiomatic phrases to do this, many of them metaphorical (see Unit 13, Section 4 for an introduction to metaphor).

She's a has-been. *He's on the slippery slope.*

They're over the hill. *She's a fading talent.*

He's heading for a fall. *Her powers are waning.*

- Alternatively, we can *admire*, *appreciate* or *give somebody credit for* their achievements:

He's a high-flier.

She's destined for great things.

He's a budding pianist/promising performer/rocketing success.

Her rise to prominence has been meteoric.

- We use many collocating adjectives to describe achievement. For example:

<i>amazing</i>	<i>memorable</i>	<i>solid</i>
<i>enormous</i>	<i>creditable</i>	<i>worthy</i>
<i>crowning</i>	<i>laudable</i>	<i>moderate</i>
<i>lasting</i>		

- 3 Which five of the above adjectives could be used to describe achievements that are not completely wonderful?

Practice

- 1 Choose the options that best complete the sentences. One, two or three might fit.

Example: My daughter turns out to be a linguist.

a grown b born ✓ c budding ✓ d prime

- 1 My mother has a great for making people feel at home.

a talent b ability c gift d flair

- 2 The to stay calm in a crisis is highly valued.

a aptitude b ability c technique d skill

- 3 As the factory manager, it is my job to quality.

a conserve b maintain c carry on d improve

- 4 The quality of their recording over the last few years has been to say the least.
a patchy b star c prime d atrocious
- 5 Our local butcher only sells quality beef.
a star b prime c top d eminent
- 6 Only the most people in their chosen professions are invited to this prestigious event.
a prominent b superlative c fading d eminent
- 7 Just because he's getting on for seventy doesn't mean he's
a has been b past it c up to it d over the hill
- 8 You'll be glad to know that Yuki's work is showing a improvement.
a marked b mediocre c minimal d pronouncement
- 9 She's always boasting that her son is a artist.
a budding b gifted c flowering d moderate
- 10 Over the years, they've managed to build up a business.
a flourishing b successful c budding d thriving

2 Which of these comments on a school report would parents be a) pleased with, b) satisfied with, c) dissatisfied with? Put a, b or c beside each phrase.

- 1 has made moderate progress
- 2 a term of outstanding achievement
- 3 has achieved a reasonable level of attainment
- 4 some mediocre test results
- 5 work of somewhat uneven quality
- 6 has made a passable effort
- 7 satisfactory
- 8 always fulfils just the minimum criteria
- 9 the final assignment was a crowning achievement
- 10 trying
- 11 very trying
- 12 frankly abysmal

3 Read the text below and then decide which word a, b, c or d, best fits each space.

Most films on release this week are routine, standard issues of variable (1) and only passing (2) in which the standard of acting is often (3) atrocious and only (4) at best. Rising above such dull fare is *Lionland*, a three-hour epic which the director Mathew Aronsky managed to complete just before he died last year. It may well prove to be his (5) achievement. The story centres on Brad German, a boxer whose (6) rise to fame was legendary but whose powers now are on the (7) and who is well on his way down the slippery (8) towards alcoholism and failure. Enter the improbably named Bungy Jumpward, his sneering young sparring partner who pours (9) on Brad, (10) his achievements in the ring while grossly overestimating his own. He is a character with hardly any (11) qualities, but somehow his animosity spurs Brad on to one final, glorious effort. But that is to give the plot away. Aronsky's remarkable (12) to keep one involved in the story never lets up: he has always had an extraordinary (13) of creating characters that on paper seem no

better than the flattest cliché but who on screen manage to seem original and wholly rounded. His ability to judge the pacing of the story is (14) while his (15) for detail is second to none. He will be sorely missed.

- | | |
|-----------------|--------------|
| 1 a quality | b class |
| c nature | d grade |
| 2 a attention | b interest |
| c care | d notice |
| 3 a rightly | b correctly |
| c truthfully | d truly |
| 4 a medium | b mediocre |
| c midstream | d middle |
| 5 a topping | b crowning |
| c unique | d worthy |
| 6 a meteoric | b hasty |
| c winged | d gunshot |
| 7 a mend | b way |
| c wane | d wagon |
| 8 a hill | b slant |
| c incline | d slope |
| 9 a scorn | b disgust |
| c disdain | d sarcasm |
| 10 a shrinking | b detracting |
| c belittling | d laughing |
| 11 a redeeming | b rescuing |
| c recompensing | d reprieving |
| 12 a capability | b ability |
| c expertise | d aptitude |
| 13 a knock | b knot |
| c knell | d knack |
| 14 a unknowing | b unforeseen |
| c unenviable | d uncanny |
| 15 a ear | b eye |
| c head | d nose |





Exam practice 4

1 Fill each of the numbered blanks in the passage with **one** suitable word.

Most people I know (1) never go to a martial arts movie, even if you paid them, but I defy anyone not to enjoy seventy minutes in the dark with Jackie Chan. For a start, Chan is more interested in apologetically evading the bullies that want to do him in than in violent confrontation. His screen persona is never (2) to bombast. Chan is a likeable, bumbling Everyman who tries to extricate himself from scrapes with his astounding athletic (3): as he leaps up the side of a building, you (4) swear he was on wires. With the kind of agility (5) limited to monkeys and flies, Chan seems (6) of scuttering up any surface. But it is extremely (7) for him to go on the offensive. The films of lesser action stars like Jean-Claude Van Damme provide a diet of relentless violence, punctuated (8) now and (9) by some semi-moronic 'witticism', but Chan's balletic altercations with his enemies are as a (10) oriented around the art of comic evasion. True, nobody (11) ever win a screenwriting Oscar for one of his films: they're full of lines like 'I'm sorry we didn't get the tape, four of our guys got blown up', and they have the most tenuous of plots. But Chan is simply a person of (12) charm with an enormous flair (13) physical comedy. And it is wonderful that this (14) campaigner (15) still be making such films at the age of fifty.

2 Read the three texts below and decide which answer (a, b, c or d) best fits each gap.

Another election defeat, so the leader resigns. The party seems to have (16) the knack of winning and the leader must accept the responsibility. In (17) succession, several (18) politicians enter the race to succeed (in both senses) but they are all grey men and none could be described as the (19) contender. But then, after weeks of indecision, a (20) leader puts his name forward. His stomach is as big as his ego, at 61 he has already been described as (21) the hill, but at least he has a personality.

- | | | | | |
|----|----------|-------------|-----------|--------------|
| 16 | a missed | b omitted | c mislaid | d lost |
| 17 | a fast | b frenetic | c quick | d ceremonial |
| 18 | a middle | b medium | c median | d mediocre |
| 19 | a first | b prominent | c leading | d crucial |
| 20 | a born | b crowning | c made | d prominent |
| 21 | a over | b beyond | c up | d down |

Many people have proposed that no employee (22) be asked to work more than a 35-hour week. This sounds fine in theory though in practice is (23) to give rise to all sorts of problems if applied too strictly. On the other hand, the proposal can be seen as a welcome attempt to stem employers' seemingly (24) demands for longer hours. For some time, the underlying (25) has been for the working week to become longer and even the most unambitious employee has found it hard to fight the (26) towards longer working days and work-dominated weekends. Anyone who can stop this encroachment of the workplace into our leisure hours can boast a (27) achievement.

- | | | | | |
|----|---------------|------------|-------------|--------------|
| 22 | a might | b should | c would | d will |
| 23 | a liable | b licence | c likewise | d linked |
| 24 | a unstopping | b runaway | c permanent | d incessant |
| 25 | a cause | b trend | c current | d support |
| 26 | a tendency | b tenement | c tenancy | d tenacity |
| 27 | a forthcoming | b lengthy | c lasting | d maintained |



I remember an extraordinary character who lived in the village when I was little. Every day he (28) spend hours just standing in his doorway shouting abuse at passers-by. If anybody complained and the police were called (as from time to (29) they were), he would respond by saying that he (30) be willing to be less abusive if only people would try a bit harder not to be so ugly. Considering his own less-than-perfect visage, this was a bit rich. In fact the man had no (31) qualities whatsoever. Foul-mouthed, gap-toothed and frankly very smelly, he possessed merely an infinite (32) for being annoying, often by displaying an (33) ability to divine the thing you liked least about your own personal appearance and shouting about it so that everyone turned to look.

- | | | | |
|-----------------|--------------|--------------|-------------|
| 28 a will | b would | c should | d can |
| 29 a time | b now | c then | d again |
| 30 a could | b may | c should | d might |
| 31 a rescuing | b retrieving | c recovering | d redeeming |
| 32 a ability | b capability | c capacity | d quality |
| 33 a unknowable | b uncanny | c unwary | d untenable |

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

Example:

The chances are you'll get laughed at if you go out looking like that.

liable

People *are liable to laugh at you* if you go out looking like that.

34 Nobody ever takes time off in this company.

unheard

It time off in this company.

35 I wish you'd told me you were coming!

let

You you were coming!

36 Could you possibly get here before lunch?

chance

Is getting here before lunch?

37 We eventually discovered it was a waste of time spending all that time on the report as nobody read it.

turned

It spent all that time on the report as nobody read it.

38 It was stupid of me to have asked someone like Mark for money!

better

I than to have asked someone like Mark for money!

39 Could you possibly close all the doors behind you?

kind

Would close all the doors behind you?

40 William has improved dramatically with his reading this year!

marked

William's this year!

TOTAL SCORE

Subjunctives and Unreal Past; conditionals

Entry test

- 1 For each of the following pairs of sentences, decide a) if both are correct or only one, and b) if they are both correct, do they mean the same?

EXAMPLE: If he had agreed, we'd start now.

If he were to agree, we'd start now.

Both correct; different meaning (one past reference, one future reference)

- a Police are demanding that all cars are searched.
Police are demanding that all cars be searched.
- b Come what may, we'll still go out tonight.
Be that as it may, we'll still go out tonight.
- c I'd rather you didn't speak to him like that.
I'd rather you hadn't spoken to him like that.
- d Had I got on that plane, I would have been killed.
If I got on that plane, I would have been killed.
- e It's getting late: it's time I wasn't here.
It's getting late, it's time I left.

SCORE _____

FOR SUBJUNCTIVES AND UNREAL PAST, SEE SECTION 1.

- 2 In each of the following sentences fill the three gaps with one of the words given. You can use some words more than once. Some words you do not need at all.

long forgotten had will get weren't better provided drive have are run must

- a As as we there early enough, we get good seats.
- b If we leaving, I'd my coat.
- c we don't into heavy traffic, we see you at seven.
- d If those Marion's keys, she have them.
- e If you so fast it's not surprising you an accident.

SCORE _____

FOR LIKELY CONDITIONALS, SEE SECTION 2.

- 3 Complete each of the following sentences in such a way that it is as similar in meaning as possible to the sentence before it.

- a It's lucky I know you or I'd be deeply offended.
If I'd be deeply offended.
- b Fortunately, they're on e-mail, otherwise they'd never have received the news in time.
Were they'd never have received the news in time.
- c Could you hold my briefcase so I can move this table?
If you would be move this table.
- d They may change their minds, in which case they'll let us know.
Should they'll let us know.
- e I don't think we will, but if we did sell this flat, how much do you think we'd get?
Were how much do you think we'd get?

SCORE _____

FOR UNLIKELY CONDITIONALS IN THE PRESENT AND FUTURE, SEE SECTION 3.

- 4 Fill each of the gaps with a suitable word or phrase.

- a Even if you help you, I don't think I would have been able to.
- b I up so early this morning if I'd known you weren't coming until after lunch.
- c If you'd known then what you know now, done?
- d Had your timely intervention, they'd have given nearly all their money to that con man.
- e If only to my father's advice, I'd be a successful lawyer by now.

SCORE _____

FOR PAST CONDITIONALS, SEE SECTION 4.

TOTAL SCORE _____

THE BASICS

1 SUBJUNCTIVES

The subjunctive has limited uses in English.

- The Present subjunctive consists of the infinitive without *to* in all persons (see Section 1.1):
*I suggest he **stop** as soon as he becomes tired.*
- The Past subjunctive exists only in *were* in all persons – *I were, he were, we were*, etc. (see Section 1.2):
*She'd do it if she **weren't** so shy. (= but she is)*

2 UNREAL PAST TENSES

Unreal Past tenses, like the Past subjunctive, are used especially to talk about impossible, unlikely or hypothetical conditions. We use a Past Simple form to talk about the present and future, and a Past Perfect form to talk about the past:

*I wish he **wasn't** so shy. (= but he is)*
*If only I **hadn't** listened to you. (= but I did)*

3 ZERO, FIRST, SECOND AND THIRD CONDITIONALS

We commonly express a condition using an *if*-clause with a main clause. Conditional sentences are often categorised as:

- Zero** Present + Present
*If you **press** this button, the engine **stops**.*
- First** Present + will
*If she **rings** this evening, I'll let you know.*
- Second** Past + would
*What **would** you do if you **became** President?*
- Third** Past Perfect + would have
*If I **hadn't** seen her, she'd have drowned.*

Note: the Past and Past Perfect in Second and Third conditionals are 'Unreal' Pasts.

- These are useful patterns to learn when studying conditionals, but they are not the only patterns. In this Unit, conditionals are categorised as:

4 REAL AND UNREAL CONDITIONALS

Real conditionals use normal tenses. They refer to things we think are true or likely. They include 'Zero' and 'First' conditionals:

*If you **were** working late last night, how come I didn't see your light on? (= past)* *If you **feel** disappointed, that's natural. (= present)* *If you **do** that again, I'm going to tell mum. (= future)*

Unreal conditionals use Unreal Past tenses. They refer to things we think are untrue or unlikely. They include 'Second' and 'Third' conditionals:

*It would be easier if Leeds **were** on a direct rail link to Oxford. (= present)* *If you **were** going to travel to Tibet, when would be the best time to go? (= future)* *If I'd **listened** more carefully to his directions, I **wouldn't** have got lost. (= past)*

5 FALSE CONDITIONALS

Included in real conditionals are what we call false conditionals. These are called 'false' because the speaker knows that the condition has already been fulfilled (see Section 2.5):

*If you **don't** like opera, why are you here?*
*If you **didn't** like the film, you should have left.*
*It's locked. Well if **that's** the case we'll have to go round the back.*

6 ALTERNATIVES TO IF

If is not the only word we can use to introduce conditionals:

So / As long as you promise not to tell, you can come too.
*You can drive this car **provided** / **providing** (that) you're fully insured.* ***Suppose** / **Supposing** something goes wrong, what then?* *I think I'll accept it, **assuming** the offer's still there.* *Mario can't come with us, **even** if he is your best friend.* *If **only** we'd got there sooner, the accident would never have happened.* *You can come in **on condition** that you don't stay long.* ***Unless** Peter changes his attitude, he's going to find himself in trouble.* *We'll buy it if **and when** our income improves.*

watch out!

- *Unless* is close in meaning to 'if ... not'. We can't always use it as an alternative to *if not*:
~~✗ I'd feel happier **unless** she talked so much.~~
✓ I'd feel happier *if she didn't* talk so much.
- We often use *if only* without a result clause:
If only we'd got there sooner!

When and if

These words are similar in some languages but very different in English:

If Sally comes this evening, we'll talk it over with her. (= she may come)
When Sally comes this evening, we'll talk it over with her. (= she is coming)

SECTION I

Subjunctives and Unreal Past

1 PRESENT SUBJUNCTIVE

Present subjunctive (see The Basics) used mainly in certain fixed phrases and in formal, impersonal English. In more informal language we commonly use the Present Simple or *should*. (The examples below give all the alternative forms.)

We use Present subjunctive:

- in *that*-clauses after report verbs, adjectives or nouns to express plans, urgency, intentions or suggestions:
The police insisted the car (should) be moved immediately. The police insist the car is / be moved immediately.
- Words often followed by a Present subjunctive are:
Verbs: insist, suggest, request, order, recommend, propose, think
Adjectives: advisable, essential, desirable, preferable
Nouns: decision, insistence, demand, requirement, condition
- after *if* (see section 3.4): *If he (should) be found / is found guilty, he'll be jailed for ten years.*
- after *whether*: *Whether she (should) agree / agrees or not, we're going to have to go ahead.*
- after *whatever*: *Whatever his reasons be / are, they are insufficient to excuse him.*
- The Present subjunctive is common in particular phrases:
Far be it from me... So be it. Be that as it may... Suffice it to say... Come what may... Heaven forbid! Long live the Queen.

2 PAST SUBJUNCTIVE

We use the Past subjunctive (*were* in all persons) in formal English. Its meaning is similar to Unreal Past:

If the minister were here, he would no doubt refute the allegations. (= formal)

- However, it's more common to use *was* and *were* in their usual ways:
I wish he wasn't such a bighead. (= informal)
- *Were* is common only in the phrase *if I were you*, and in the formal conditional pattern *were* + subject + infinitive:
I wouldn't argue with her if I were you.
Were the vote to go against me, I'd resign.

3 UNREAL PAST

We use Unreal Past or Past subjunctive to discuss imaginary situations, to express impossible wishes, and to make proposals and polite requests:

- after *if* when we think it is unlikely or impossible that the condition will be fulfilled:
If she were to eat / ate fish more often, she might get to like it.
- to replace an *if*-clause when we imagine past, present or future events being different:
Had he agreed, he'd have become the team captain.
Were he to agree, he'd probably become the next coach.
- after *if only* to express regrets and frustration:
If only he were / was more adventurous.
If only I hadn't drunk so much coffee! (= but I did)
- after *wish* when we are wishing for the virtually impossible. For more reasonable wishes, we commonly use *would* or *could*:
I wish I weren't / wasn't having the injection tomorrow. (= but I am) *I wish I'd listened to you. (= but I didn't)* *I wish you wouldn't shout all the time.*
- after *would rather* and *would sooner* to express preferences:
Do you mean you'd sooner I weren't / wasn't here?
I'd rather you hadn't spoken so rudely to him.
- After *as if* and *as though* we use Present and Present Perfect forms to suggest something is likely to be true. Unreal Past suggests it is unlikely or untrue:
The man speaks as if he has / had never heard of the place. He acts as though he owns / owned the place.
- after imperative *suppose* and *imagine* (Present tense is also possible):
Imagine he were to tell you / told you / tells you his most personal secrets. Suppose she were to have followed / had followed your advice. (= but she didn't)
- after *it's time*...:
It's time I wasn't here. (Past subjunctive is not possible)
It's time we left. / It's time to leave.

? check

Which sentence does not contain a Present or Past subjunctive, or Unreal Past tense?

- 1 I propose that this street be closed to cars.
- 2 If I was in his shoes, I'd give up.
- 3 I'm suggesting that he reconsider my proposals.
- 4 Imagine you are going to fall asleep.
- 5 You talk as if you really meant it.

Practice

1 Add one of these common phrases to each of the sentences.

come what may suffice it to say
 be that as it may God forbid
 so be it far be it from me

- If,, you were to die, who'd run the business?
- I don't want to explain. Aunt Sarah is coming to stay after all.
- If you really want to drop out of college, then
-, I'm determined to finish decorating my room this weekend.
- to tell you what to do, but you'd be mad to marry him.
- 'This medicine tastes horrible!'
 '....., it will cure your cough.'

2 Fill each of the gaps with one suitable word. (In this exercise, words such as *didn't* and *weren't* count as one word.)

Example: Imagine we *hadn't* met all those years ago!

- I can't tell you how much I wish the architect here to see the results of his work.
- It's time you able to take full responsibility for your own actions.
- If he so self-righteous, he'd realise he was wrong.
- Imagine you completely blind: how would it affect your life?
- He looked for all the world as though he been sleeping in his clothes.
- I really wish I always in so much of a hurry these days.
- If only she so impossibly beautiful!
- I'd rather you talk so loudly, if you don't mind.

3 Fill each of the numbered blanks in the passages with one word.

a

Thank you for your e-mail. I agree that it is essential you be fully (1) with the facts of the case. They are as follows. It was agreed six months ago that, come what (2), the above residence (3) decorated inside and out before the end of June. This has not happened and my solicitor has recommended I (4) with legal action forthwith.

May I suggest that you (5) me as a matter of some urgency.

b

Just (1) you (2) not eaten for a week or two and (3) absolutely starving and the only food that (4) available to you was a trapped rat that you (5) no way of cooking, would you be tempted?

c

Dear Maria,

I'm afraid I've got some bad news. I know we agreed it was advisable that Stavros (1) the summer holidays with you. Unfortunately my parents have changed their minds and are now insisting he (2) to Athens to stay with Aunt Sotiria. (3) it to say, they are not allowing any discussion! Athens it is, although he really wishes he (4) at least share the period between you and his aunt. Dimos is going to England for the summer. If only life (5) so simple for all of us.

4

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

CPE

Do not change the word given. Use **between** three and eight words, including the word given.

Example: The management want to suspend you without pay.
preference

The management's *preference* is that you be suspended without pay.

- Our neighbour talks as if he owned half the county, doesn't he?
think
 To hear our neighbour county, wouldn't you?
- What would you do if you couldn't look after yourself?
incapable
 Suppose you yourself, what would you do?
- It is essential that you tell us everything.
importance
 It is of the be kept fully informed.
- If they reject her appeal, she'll lose all her insurance claims.
down
 Should her appeal lose all her insurance claims.
- Are you saying you don't want me here?
sooner
 Are you saying here?

SECTION 2

Real conditionals in the past, present and future

1 VERB FORMS IN THE IF-CLAUSE

Present or future

To talk about conditions in the present or future that we think are likely to happen, we use Present tenses or modals. This is the most common form of conditional sentence:

If he comes into the room, don't mention the party this evening. Can I leave early today? If you must.

- To talk about the future, we can also use *be going to* in the if-clause.
Even if we're not going to go swimming, we'd still better take a towel.
- *Can* for ability is also common in if-clauses:
Assuming you can leave work early, we'll be able to make the 6.30 performance.

Past

To talk about events in the past, we can use Present Perfect or Past Simple / Continuous. This suggests that either we are not sure if something happened, or we are assuming it did and want to draw a conclusion from it (see The Basics for false conditionals, and see Section 4 for unreal conditionals in the past):

If he's read that report, he'll know what all the fuss is about.

If you've been telling the truth, we need to act quickly. Provided that she caught her flight, she'll be landing any moment now.

2 WILL / WON'T IN THE IF-CLAUSE

We sometimes use *will* and *won't* in the if-clause with the meanings of refusal (*won't*), polite request (*will*), or to express annoyance at someone's insistence on doing something (*will*):

If he won't go, there is nothing you can do about it.
(= refusal)

If you'll hold this end, I'll take the other one.
(= request)

If you will drive so fast, you must expect to have accidents. (= insistence)

watch out!

Apart from the meanings above, we don't normally use *will* in if-clauses to indicate the future:

- ✗ *If the weather will be fine tomorrow, we can go for a walk.*
- ✓ *If the weather is fine tomorrow, we can go for a walk.*

3 VERB FORMS IN THE MAIN CLAUSE

Verb forms in the main clause follow the normal rules for tense and modal use. Some of the most common are:

- Present** to indicate certainty of the result:
If you mix blue and red, you get purple.
- Simple will** to predict future events, make promises, etc:
Provided I see him, I'll tell him.
- will have** to predict what will have already happened:
The train will have left if we don't hurry.
- can** to express ability, permission, etc:
You can do it that way if you like, but I wouldn't recommend it.
- be going to** for predictions or intentions:
If you do that again, I'm going to leave.

4 MIXING TIME REFERENCES

It is sometimes possible to have an if-clause referring to the present or future, and a main clause referring to the past, especially with *must have* and *can't have* for deductions:

If he's here already, he must have set off very early.

5 FALSE CONDITIONALS

False conditionals (see The Basics) often mix time references:

I don't eat red meat. Well, if that's a problem we'll have to find another restaurant.

? check

Tick (✓) the sentence that is incorrect.

- 1 We'd better get ready if he's coming round soon.
- 2 If I have to, I'm going to tell him what I think of him.
- 3 If the film will be uninteresting, we can leave before the end.
- 4 If you don't understand, why didn't you ask me?
- 5 If you'll just wait a moment, I'll see if he's in.

Practice

1 In each of the following sentences, cross out any of the underlined verb forms that we cannot use.

- If you leave / will leave your things lying around, you shouldn't be surprised if you lose / will lose them.
- If you wait / will wait here a moment, I'll tell Mr Brown you're here – assuming he's / will be in.
- If you trust / will trust me, I take / will take the money to him, providing you have / will have it with you now.
- If the unit fits / will fit in the corner there, I think it is / will be the best place, unless you can / will think of anywhere else.
- If you help / will help me work out whether we need to make another order at the moment, I spend / will spend some time tomorrow helping you with your statistics, if you like / will like.

2 Either two or all three of the main clauses (a–c) can complete the sentences (1–6). Put a cross (X) next to those that cannot.

- | | |
|--|---|
| 1 Do that again and | a I'm leaving.
b I can't help you.
c you would be sorry. |
| 2 Assuming you're going to see him, | a tell him about the meeting.
b will you give him a message from me?
c he can't be a complete recluse. |
| 3 If the boss is feeling relaxed, | a we all feel the same way.
b the inspection will go all right.
c it would be a bad sign. |
| 4 If Paul's been to Australia, | a he'll probably have acquired an accent.
b I think you should go there.
c he would certainly go to New Zealand. |
| 5 If you're still not sure, | a you hadn't been following.
b you can't have been concentrating.
c it's clear you weren't listening. |
| 6 If you will gossip about other people, | a you've got to expect people to gossip about you.
b people are gossiping about you.
c you can't expect others not to gossip about you. |

3 Match the beginnings (1–8) with the second halves (a–h) to make complete sentences.

- | | |
|---------------------------------|---|
| 1 If you've seen it, | a it can't be as bad as that. |
| 2 If you enjoyed it so much, | b how come you know how it ends. |
| 3 If you don't want to see it, | c why were you asleep at the end? |
| 4 If you haven't seen it, | d I'm not sure I would. |
| 5 If it was that bad, | e why don't you remember who's in it? |
| 6 If it won all those awards, | f you must have heard something bad about it. |
| 7 If you like slapstick comedy, | g why didn't you walk out? |
| 8 Even if you enjoyed it, | h this is the film for you. |

4 Complete the

CPE

second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use **between** three and eight words, including the word given.

- Assuming everything goes according to plan, we'll be there by six o'clock.
wrong
Unless later than six o'clock.
- The Finn is almost certain to win, unless his engine blows out during the race.
lose
The only way the Finn a blow-out during the race.
- Giving him your number suggests you did want to see him again.
desire
Why give him your number see him again?
- There's clearly nothing I can do to stop you leaving.
determined
If anything I can do to stop you.
- You can borrow my car for your holiday if you arrange a service afterwards.
condition
You can borrow my car for your holiday serviced afterwards.
- Your dinner's in the oven.
want
If the oven.
- If you're innocent, what have you got to be afraid of?
wrong
If you nothing to fear.
- If you mean to be as bad-tempered as this all afternoon, there's no point in playing.
going
What's the point in this mood all afternoon?

SECTION 3

Unreal conditionals in the present and future

1 VERB FORMS IN THE IF-CLAUSE

Present

When we talk about unlikely or impossible situations in the present, we use Past subjunctive or Unreal Past (see Section 1) in the *if*-clause to indicate that the opposite is true:

- If I **didn't** know you so well, I'd say you were lying.*
 (= but I do know you well)
*If only he **weren't** so stubborn, he'd agree with us.*
 (= but he is stubborn)

Future

When talking about the future, we use an Unreal Past tense in the *if*-clause to indicate that we are talking hypothetically and think the condition is unlikely to be fulfilled:

- If you **told** him, he'd never believe you.* (= I don't think you will tell him)
*Suppose your car **broke down**, what would you do?*

2 VERB FORMS IN THE MAIN CLAUSE

We commonly use *would* and *could* in the main clause when there is an Unreal Past or Past subjunctive in the *if*-clause:

- If I **weren't** so busy, I'd take a long holiday.*
*If you **lent** me £10, I **could** buy it today.*
- We also use *might*:
*She **might stay** longer if you asked her nicely.*

3 WOULD IN IF-CLAUSES

We use *would* and *wouldn't* in *if*-clauses for polite requests and to express strong wishes that someone would do something:

- If you **would** be kind enough to lend me a hand, we could finish this very quickly.* *If you **would** just calm down for a moment, you'd see what I'm talking about.*

watch out!

We don't use *would* in *if*-clauses to indicate simple future:

- ✗ *I think you'd be mad if you **would** give up your job.*
 ✓ *I think you'd be mad if you **gave up** your job.*

4 SHOULD IN IF-CLAUSES

We can use *should* in *if*-clauses instead of a Present or Unreal Past (see Section 1.1). It suggests that the condition is possible but unlikely. We use *will* or *would* or other modals in the main clause:

*If they **should** agree the contract, we'd have to work twice as hard.*

- This structure is formal and roughly equivalent to the phrase *by any chance*:
*If **by any chance** they do turn up, we'd better tell them what happened.*
- In more formal contexts we can also omit *if* or other conditional words and start the sentence with *Should*:
***Should** you change your mind, please let me know.*

5 IF ... ARE TO/WERE TO

We use *be to* in a fairly formal way to express conditions. It suggests that the speaker has no influence over whether the condition will be fulfilled or not. *Are to*, *am to* and *is to* suggest the condition may be fulfilled. *Were to* (or, informally, *was to*) emphasises that the condition is very unlikely:

*If we **are to** get rid of him, who will tell him?*
*Supposing you **were to** win the lottery, how would you spend the money?*

- We can omit *if* or other conditional words and start the sentence with *Were*:
***Were** we to take on more staff, how could we afford to pay them?*
 This is not possible with *are*.

? check

Which of the following sentences refer to conditions in the present, and which to the future?

	present	future
1 If you asked him nicely, he'd let you have the day off.	<input type="checkbox"/>	<input type="checkbox"/>
2 If you were a bit more considerate, you'd offer me a seat.	<input type="checkbox"/>	<input type="checkbox"/>
3 Should you change your job, what would you do?	<input type="checkbox"/>	<input type="checkbox"/>
4 If I were to say what I really think, I'd upset a lot of people.	<input type="checkbox"/>	<input type="checkbox"/>
5 If I thought he was dishonest, I wouldn't have offered him the job.	<input type="checkbox"/>	<input type="checkbox"/>

Practice

- 1** Complete the second sentence so that it has a similar meaning to the first sentence, using the new beginning and the two other prompt words. Do not change the given words.

Example: I don't know if we're late because I don't have a watch.

If I *had a watch*, I'd know whether we were late.
had/whether

- I think you should formally complain to the manager.
If were/complaint
- Supposing we do go ahead with the building, it can't be before June.
If we are will/earliest
- Should anything happen to make you change your mind, let me know.
If by chance/might
- Supposing the world was going to end tomorrow, what would you do tonight?
Were the world about/spend
- I think not having school on Mondays sounds like quite a good idea.
I think it might/better
- Nico's useless at maths so he can't become an accountant.
Were better/able

- 2** Fill each of the blanks with a suitable word or phrase.

- If this scheme ground, everyone will have to pull their weight.
- Your brakes are making an odd noise; I to if I were you.
- Supposing someone told you that you weren't fit to do your job, react?
- Considering his age and the seriousness of the operation, it would be a survived it.
- Should you ever of a helping hand, remember where I am.
- If that wisdom tooth is giving you trouble, I out.
- If by any into Mrs Hebden while you're out, could you give her this note?
- If we Friday deadline, some overtime may be necessary.

Imagine you were to win the lottery - what would you do?



- 3** Match a sentence from the left (1-8) with a response on the right (a-h).

Example: 9 + i

(9 Would it be all right if we sat here?)

- | | |
|--|---------------------------|
| 1 Would you mind if they came along? | (i Yes, please do.) |
| 2 Would you like me to give you a hand? | a If only he would. |
| 3 Do you feel it might be best if I said yes? | b I suppose it is. |
| 4 Could you let me know if you change your mind? | c Of course I will. |
| 5 You'd feel better if you got some fresh air. | d I'd rather they didn't. |
| 6 Don't you think it's time we were leaving? | e I think it would. |
| 7 Do you reckon he'll leave? | f I'm sure you would. |
| 8 I would if I could, you know. | g Perhaps I would. |
| | h Oh, if you would. |

- 4** Fill each of the numbered blanks with one suitable word.

CPE/CAE

In accordance with your recent request, we are pleased to supply the following reference. Miss Baiocchi (1), I am sure, be a real asset to your organisation, knowing as she does a great deal about the way a company such as yours operates. There are very few duties here that I could (2) confidently entrust her with, and if she were (3) join you, you (4) soon come to (5) her organisational and interpersonal skills. If it (6) not clear that she (7) determined to move away from this area, we would (8) everything we (9) to keep her here. Assuming we (10) to lose her, I (11) be happy to know that she (12) being taken on by a company with a reputation such as you enjoy. (13) any further information be (14), I (15) be happy to supply it.

SECTION 4

Unreal Past conditionals

1 VERB FORMS IN THE IF-CLAUSE

We use an Unreal Past Perfect in the *if*-clause when we are thinking about how things might have been different. This is sometimes called the 'Third' conditional:

If she'd known my number, she would have phoned.

(= but she didn't know it)

If I hadn't been standing outside the supermarket, we might never have met.

- We can omit *if* and start with *Had*:
Had I believed her for one moment, I wouldn't have refused to help.
- Sometimes, we can talk about something that is generally true, now and in the past, but which had results only in the past. We use tenses like this:
If I wasn't / weren't such an idiot, I wouldn't have done that.

If it hadn't been for...

This phrase means 'without her, your, etc. help, interference, etc.':

If it hadn't been for you, we'd never have got there on time. *Had it not been for* Wagner, modern classical music would sound very different.

We can use the phrase *If it weren't / wasn't for...* to refer to the present, though if the time reference is clear, it can occasionally refer to the past:

If it wasn't for the parking problem, I'd drive to work.

If it wasn't for / hadn't been for those delays on the motorway we'd never have missed the wedding.

Were

In formal English we can use conditional structures beginning with *Were* + Perfect infinitive:

Were you to have stopped and considered, you'd have seen the error of your ways.

2 VERB FORMS IN THE MAIN CLAUSE

For Past conditionals that have results in the past, we use modal Perfects (*would / could / might have*, etc.) in the main clause:

Had you told me earlier, I **could have done** something about it.

- For Past conditionals that have results in the present or future, we commonly use *would, could* or *might*:

If you'd listened more carefully to his directions, you **wouldn't be** lost now.

If only I'd entered politics earlier, I **could be** Prime Minister now.

If you were in the area, why **didn't you** come and visit?

3 WOULD HAVE ... WOULD HAVE

The use of *would have* in both *if*-clause and main clause is becoming very common in spoken and even written English. It's still considered incorrect by some people:

If I'd have known how expensive it was, I **wouldn't have** gone.

watch out!

It's sometimes difficult to hear Past conditionals spoken at speed because of short forms:

I'd've come at once if only you'd rung me.

4 PAST CONDITIONALS WITHOUT CONDITIONAL WORDS

We often use a Past conditional structure without using a conventional 'conditional word' like *if* or *unless*. The condition is understood: 'if things had been different':

But for your help, we'd never have managed.

We'd have been completely lost without you.

You should have come – you'd have loved it.

The film would have been just as effective in black and white.

? check

Tick (✓) the sentence that has both an *if*-clause and a main clause which refer to the past.

- 1 If I wasn't so tired all the time, I wouldn't have made such an elementary mistake.
- 2 If you had driven faster, we'd be there by now.
- 3 I'd have rung you if I'd known you were at home.
- 4 I wouldn't be going to London if you hadn't told me about the exhibition.
- 5 If you were right about the weather, we're going to get wet.

Practice

1 For each of the following sentences, say whether a or b, or both, can complete the sentence. Tick (✓) any that we can use, put a cross (X) for any that we cannot use.

Example: If President Kennedy hadn't been assassinated in 1963,
a the Cold War might have ended sooner. ✓
b America will be very different. X

- | | |
|---|--|
| 1 If it hadn't been for the awful weather, | a we'd have spent more time sailing. |
| 2 If I'd realised you weren't coming, | b we would go there again. |
| 3 If he had told you the truth, | a I wouldn't be so angry. |
| 4 If it wasn't for the endless bureaucracy, | b I can do something. |
| 5 Had they explained their reasons, | a you wouldn't have done what you did. |
| | b you wouldn't be in this predicament. |
| | a I'd easily have got permission. |
| | b I'd try again. |
| | a they're stupid. |
| | b you'd understand. |

2 Fill each of the blanks with a suitable word or phrase.

Example: If you had been in my shoes, *what would you have done?*

- If for the postal strike, the cheque would have arrived today.
- In those days you would have been breaking ID card on you at all times.
- Had we misinformed about the bus times, we wouldn't have been late.
- In retrospect you might advised to get a lawyer.
- If Ioannis stayed that long at the party, been having a good time.
- But fire alarm alerting us, the building would have gone up in flames.

3 Write sentences that are a part of a chain, as in the examples.

Examples: I cheated from him in the entry test. We finished up in the same class.

If I hadn't cheated from him in the entry test, we wouldn't have finished up in the same class.

We used to do our homework together.

If we hadn't finished up in the same class, we wouldn't have done our homework together.

- We started to find out quite a lot about each other. (Begin: *If we ... homework together, ...*)
- We discovered that we had a lot in common.
- He invited me to go to the National Gallery.
- We saw the most incredible paintings.
- I'm a true art-lover now.
- I went to the National Gallery again yesterday.
- I met another art-lover there.
- I'm going out to dinner tonight.
- I didn't phone you.
- You haven't warned me yet about going out with art-lovers.

4 Fill each of the numbered blanks in the passage with one word.

'You want a cat? ... All right,' I said, 'on (1) that you look after it, (2) that you feed it and as (3) as you don't expect me to clear up after it.' If (4) I had stuck to these conditions! The animal is never fed (5) I do it; (6) for me, it would (7) starved to death months ago. (8) I known that the children's interest in the beast would wane as soon as it arrived, I (9) have answered differently. The poor thing is ignored by them, (10) if it springs on to their laps. (11) I to kidnap the thing, I don't think they would take a blind bit of (12) I mean, if they were (13) going to look after it, why on earth didn't they (14) so before? (15) the question of a dog ever arise, I think I've got my answer ready.



Vocabulary

SECTION 5

Word formation: prefixes

1 THE FUNCTION OF PREFIXES

A prefix has a meaning of its own that changes the meaning of the word it is joined to.

We can use prefixes before different parts of speech. Note that the prefix often changes a noun into an adjective or adverb:

nouns	<i>underclothes</i>	<i>underpayment</i>
	<i>undersigned</i>	<i>understudy</i>
adjectives	<i>underdeveloped</i>	<i>underweight</i>
& adverbs	<i>underrated</i>	<i>underprivileged</i>
	<i>underground</i>	<i>underwater</i>
verbs	<i>undercut</i>	<i>underestimate</i>
	<i>understate</i>	<i>undervalue</i>

1 Which parts of speech – adjective, noun or verb, can the following words be:

- | | | |
|------------|-------------|---------------|
| a overpay | b overnight | c overweight |
| d overpaid | e overrate | f overpayment |

2 THE MEANING OF PREFIXES

Here are some of the most common meanings or functions of prefixes:

- the opposite, a negative or the reverse:
unhappy unlock indecent impossible illegal irrelevant disappear destabilise non-religious abnormal apolitical counter-revolution
- bad or wrong:
misspell malnutrition
- degree, size and quality:
superhuman sub-standard arch-enemy hypersensitive ultra-cautious overcooked underprepared outsize
- attitude:
pro-abortion anti-hunting
- numbers:
unisex biennial tripartite multi-talented polyglot single-handed monologue semi-professional
- time:
pre-war post-graduate ante-natal neo-fascist forecast ex-husband

- position, direction:
income outgoings transplant pan-African
 - with, along with, touching on:
co-writer fellow-workers context
 - miscellaneous:
pseudo-artist re-record befriend empower enable
- Many 'ordinary' words often operate as prefixes:
hot-blooded self-imposed ill-advised well-behaved cross-Channel top-heavy

2 Which prefixes in this list go naturally with the words below?

co- pseudo- ex- anti- hyper- multi counter mal arch millionaire classical blood-sports active proposal rival treatment president exist

3 SAME PREFIX – DIFFERENT MEANINGS

Some prefixes can have more than one meaning.

- Before adjectives and adverbs, *un-* means 'not' (*unaware unconscious unpaid uncommonly*). Before nouns, *un-* can indicate 'without' (*unemployment unrest uncertainty*). Before verbs, *un-* means 'to do the opposite' (*uncurl unplug unlock unzip undress*).
- *in-* and *im-* can sometimes indicate 'not' (*indecisive infinite infallible impolite*). They can also mean 'in', 'into' or 'inside' (*indoors imprison implode insight*).
- *De-* can denote an opposite (*depopulated deindustrialised*). It can also mean 'to remove from' (*defrost dethrone detox(ification)*). It can also mean 'to make something less' (*devalue demean demote*).

3 Underline the words that mean 'not ...'

- | | | |
|---------------|-----------|----------------|
| a unfaithful | b unpack | c inhospitable |
| d impractical | e implant | f immerse |

4 PREFIXES IN FRONT OF 'NON-EXISTENT' WORDS

We sometimes use prefixes in front of words where the base form doesn't exist alone. For example, *incessant*: ~~cessant~~ doesn't exist (though there is the word *cease*).

Here are some more examples:

*inflect intact immune disparage repeat
impeccable impede unkempt unscathed*

4 Underline the words that have no base form that exists by itself.

*indirect inept untie infinity infinite
undue undying imbecile unprompted*

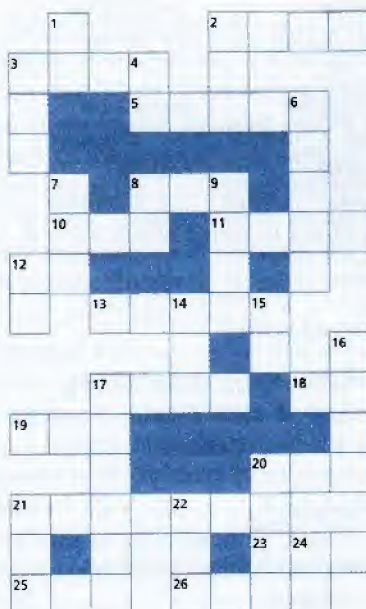
Practice

1 Match a prefix with a word to make a new word. Then choose the appropriate meaning for the prefix from the list.

Example: 0 anti-theft / against

(0 anti)	power	(against)
1 inter	author	not
2 super	hi-fi	main
3 ex	normal	too much
4 mini	city	very big
5 ab	continental	before
6 over	view	previous
7 co	enemy	between
8 arch	wife	small
9 trans	spend	together
10 pre	(theft)	across

2 The solutions to all the crossword clues are prefixes. Write them into the grid below.



Across

- 2 not a bilingual dictionary
3 just half a circle
5 talented in lots of ways
8 not as white as white could be
11 she isn't a believer
12 this centenary – a 200th anniversary
13 not paid enough
17 courses for graduates
18 not a very sensitive thing to say
19 he spelt 'accommodation' with one 'm'
20 before the war
21 it won't be productive; quite the reverse

3 Read the text below and decide which answer (a, b, c or d) best fits each gap.

With natural disasters, it is usually impossible for any local community to be properly (1) Throughout the world, millions of people live under the (2) threat of their homes being washed, blown or swept away by the elements. They are well aware that at any moment they and their potential (3) victims will see all that they have lived for destroyed by hurricane, volcano, earthquake or floods. Even with the (4) advances of late in meteorological and seismological sciences, they know that there are as yet no truly effective (5) measures that can be taken. Yes, there are, for example, (6) flood warnings in operation sometimes, but they are not able to stop the water coming any more than speed-limit signs can stop drivers speeding.

- | | | | |
|--------------------|----------------|---------------|-----------------|
| 1 a forewarned | b premeditated | c anticipated | d foreseen |
| 2 a ultrasensitive | b omnipresent | c hyperactive | d superfluous |
| 3 a ultra | b con | c pan | d fellow |
| 4 a immemorial | b undocumented | c impractical | d unprecedented |
| 5 a pro | b counter | c anti | d contra |
| 6 a anti | b contra | c hyper | d ultra |

4 Use the word given in *capital*s at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

The experts said, 'If we operate, one will certainly die, the other might live. If we don't operate, neither will survive a year.' The parents were faced with the absolute (0) *impossibility* of the choice (0) **POSSIBLE** between losing both or just one of their children. The seemingly (1) debate about the Siamese twins (1) **TERMINATE** and their fate was a(n) (2) popular subject even (2) **EXPLAIN** amongst the British media and their seemingly (3) (3) **QUENCH** thirst for (4) drama. Some felt that in such situations (4) **BLOW** the death of one twin was somehow (5) and that (5) **ORDAIN** the argument for losing one was (6) Others felt the (6) **REFUTE** inevitable death of one through the operation was (7) (7) **ETHICS** behaviour and verging on the (8) It was difficult to (8) **MORAL** discern what (9) were colouring people's opinions, (9) **CONCEIVE** but informal surveys suggested that people were (10) in favour of the operation taking place. (10) **DOMINATE**

23 they played so much better than us

25 a new kind of Romantic

26 this is not relevant

Down

1 get rid of the frost in the fridge

2 it's not functioning right

3 temperatures below zero

4 not practical or possible

6 bigger than the national championships

7 clothes not discriminating between the sexes

8 the process is still going

9 a taste in advance

12 make a friend of

14 he appeared and then he was gone

15 heat it up again

16 if penultimate is second from the end, what's third?

17 not as intellectual as he appears

20 in favour of

21 two roads or rivers coming together

22 a bicycle with an extra wheel

24 hours to wrap the presents, ten seconds for this

SECTION 6

Word formation: suffixes

1 SUFFIXES FORMING NOUNS

A suffix changes the meaning of the word it is joined to by changing its part of speech: e.g. we can add *-ity* to the adjective *national* to make the noun *nationality*. We often need to change the spelling, for example, *urgent* becomes *urgency*.

Here are some examples of suffixes showing different kinds of people:

trainer trainee employer employee visitor navigator
burglar scholar chemist scientist biologist journalist
assistant defendant opponent agent auctioneer
engineer mountaineer critic comic mechanic patriot
idiot professional general vandal corporal musician
electrician magician politician cameraman
businesswoman spokesperson

1 Add the following to the appropriate group above. Someone who:

a prosecutes b applies c is nominated
d gives blood e flies airplanes f begs

2 SUFFIXES FOR VARIOUS PARTS OF SPEECH

Sometimes a suffix added to an adjective can produce a verb:

sweet sweeten flat flatten dark darken

Sometimes suffixes will change an adjective to a verb and a noun:

simple simplify simplification
special specialise specialisation

Sometimes suffixes can be added to a verb to make an adjective and a noun:

depend (in)dependent (in)dependence
tolerate tolerant tolerance

Sometimes the stem is a noun and we can add suffixes to form an adjective and a verb and then possibly another noun:

scandal scandalous scandalise
glory glorious glorify glorification

Occasionally the root word is a personal noun.

Suffixes are added to form adjectives and abstract nouns:

coward cowardly cowardice
saint saintly saintliness sainthood
child childish childlike childhood
friend friendly friendship

One of the most common suffixes, of course, is *-ly* to denote an adverb:

hesitate (verb) hesitant (adjective)
hesitantly unhesitatingly (adverbs)

2 Write two adverbs deriving from each of these words.

contempt consider comprehend respect

3 Write numbers next to these suffixes according to which part of speech they usually indicate. (A few belong in more than one category.)

1 adjective 2 noun 3 verb
-ist -hood -or -ee -en -ision -some -y -ship -ise
-ical -ify -ible -ant -ive -ness

3 CHANGES TO STEMS

Some words change their stem when suffixes are added:

destroy destructive destruction indestructible
long length lengthen
clear clarify clarification

A *d* in the stem often changes to *s* or *t* before suffixes:

persuade persuasive persuasion
invade invasion delude delusion
evade evasive evasion
pretend pretentious intend intention

Sometimes we add suffixes to stems which are not words in themselves:

generous (adjective) generosity (noun)
verify (verb) edible (adjective)

4 Write nouns that derive from these words.

a strong b broad c deep d wide e deride f collide
g provide h curious i extend j amend

4 WITH MULTIPLE SUFFIXES

Some words can be used with several suffixes, producing different meanings:

confide confident confidential confidence confidentially
sense sensitive sensible sensitivity sensibility

5 SUFFIXES THAT HAVE MEANING

A few suffixes, particularly at the end of adjectives, have a clear meaning: e.g. *-less* always indicates 'without':

meaningless homeless hopelessly
useless remorselessly

Here are more examples:

-like -proof -tight -ful -worthy -able -ible
 childlike childproof watertight respectful
 trustworthy understandable comprehensible

- 5 Which of these words can come before the seven suffixes listed above?

road access help like fool air lady

Practice

- 1 Complete the blanks with an appropriate form of the base word given (1–12). The first (0) is given as an example.

(0) understand (1) glamour (2) hero (3) brave
 (4) impress (5) ignore (6) relevant (7) consult
 (8) consider (9) value (10) repeat (11) worth
 (12) fail

The Crusades

The medieval crusades, when Western European knights and adventurers attempted to seize Jerusalem from the hands of the Seljuk Turks, are widely (0) *misunderstood* by most people in the West, who think of them as (1) and (2) True, displays of (3) were occasionally (4), but in fact the crusaders were for the most part (5) and misguided. For example, they viewed the Byzantine Emperor, through whose lands they had to travel, as an annoying (6), denying him even so much as a (7) role in the proceedings. In reality, his long experience of the Saracens had given him a not (8) knowledge of their fighting methods and politics. His advice, had the crusaders chosen to follow it, would have been absolutely (9) Instead, they (10) dismissed it as (11), with the result that, despite initial success, the crusades eventually dwindled to ignominious (12)

- 2 This is a composition a student wrote before studying this unit. Her teacher has underlined all the words where she has used the wrong – or no – suffix. Write in the correct form of the word.

The police were under the (0) *impressive* *impression* that they had a (1) *waterproof* case but they were (2) *hopeless* wrong. Most of their (3) *evident* was deemed (4) *inadmission* and their star witness proved too (5) *cowardice* to take the stand, explaining his (6) *absent* with a sick-note from his (7) *psychiatric*. The defence built up the (8) *defender* as a (9) *total* (10) *trusting*, even (11) *saint* person, who wouldn't hurt a fly. Some old friends and accomplices were bussed in to (12) *testimony* and bear witness to the (13) *spotted* reputation he enjoyed in the (14) *communal*. After talk of his battle with (15) *illiterate* and stories of the abuse he suffered in his (16) *childishness*, the verdict was (17) *predicted*. Visibly (18) *moving*, the jury spokesperson (19) *tearful* gulped 'Not (20) *guilt*'.

- 3 Read the text below. Use the word given in CAPITALS at the end of some of the lines to form a word that fits in the space in the same line.

If next May (0) *newly* promoted (0) NEW
 United are to avoid (1) (1) RELEGATE
 back to the league they have just
 escaped, they will have to do
 something about the (2) (2) CONSISTENT
 that has plagued their
 performances for most of this
 season. They will also require
 real (3) from their senior (3) LEADER
 players to nurse along the more
 (4) members of the squad. (4) EXPERIENCE
 Their most (5) need, (5) PRESS
 however, is an injection of funds
 that will allow them to (6) (6) STRONG
 a defence that has been (7) (7) BELIEVE
 slack in recent months. The
 harsh reality is they will also
 need an (8) more (8) FINITE
 (9) goalkeeper if they are (9) RELY
 to provide any real (10) for (10) COMPETE
 the Premiership's big boys.



Exam practice 5

1 Read the text below and think of the word which best fits each space. Use only one word in each space.

If you (1) ever to sit down and work out the chances of your never having been born, you might (2) yourself thinking that the fact you are here at all is nothing short of a miracle. You start asking questions along the lines of 'What (3) such and such (4) happened?' or 'What (5) have been the consequence if my great grandfather (6) to have carried out his threat of emigrating to Canada in 1893?'. Of course, (7) you be tempted by this slightly pointless exercise, you will soon find that your existence depends on an almost infinite series of coincidences. What prompted these musings? (8) it to say my father recently gave me a small lump of jagged metal and (9) me a brief explanation of its significance. My grandfather had fought in the First World War and was wounded many times. This tiny lump of metal was a piece of shrapnel that (10) entered his neck just below one ear and been dug out by surgeons just below the other ear. (11) its path (12) a mere fraction of a millimetre to either the right or the left, he would have been (13) outright. Which in turn would mean that my father would (14) have been born. Nor, obviously, me. It serves as a reminder that we (15) all count our blessings occasionally.

2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

Example:

Improve, or you're going to fail the entrance test.

socks

If you *don't pull your socks up* you're going to fail the entrance test.

16 Let me know when you'll be here and I'll be able to book the seats.

coming

Unless you let me know able to book the seats.

17 Without your help we couldn't have got the car started.

hand

If it we couldn't have got the car started.

18 I should have done it while I had the chance: it's too late now.

struck

If only hot: it's too late now.

19 I think they really should be reaching their decision by now.

high

It's minds up.

20 If it hadn't been for his bravery, several people might have been killed.

courageous

But , several people might have been killed.

21 We must get to the market soon or there will be nothing left.

sold

Everything get to the market soon.

22 If you hadn't intervened at the right moment we could have lost a lot of money.

timely

Had we could have lost a lot of money.

23 Call me tomorrow if you're still interested.

assume

If you you're not interested.

24 What would you have said in my position?

shoes

If what would you have said?

25 I never wanted to come to this horrible city anyway!

foot

I wish in this horrible city!



3 Use the words to the right of the two texts to form one word that fits in the same numbered space in the text.

Traffic congestion is now a problem in practically every major city in the world but nobody has yet found a workable (0) solution to the seemingly inevitable chaos. A metro system is sadly (26) in most cities for geographical reasons. Tram systems are (27) in old cities where narrow, winding streets make the installation of overhead cables a practical (28) Many local governments find the business of coaxing people into buses and (29) them from using their cars easier said than done. And yet it is (30) that the situation should be allowed to remain as it is. The arguments in favour of direct action are now (31) if we are ever to prevent (32) levels of pollution and economic chaos.

- (0) SOLVE
- (26) PRACTICE
- (27) WORK
- (28) POSSIBLE
- (29) COURAGE
- (30) CONCEIVE
- (31) REFUTE
- (32) PRECEDE

It is astonishing how many people set off to climb Mount Olympus in completely (33) clothing. The weather conditions on the mountain are notoriously (34) but people are fooled into thinking that just because the bottom is sunny, the summit will be (35) warm and bright. Nothing could be further from the truth. Bearing in mind that (36) '..... is forearmed', consult the local climbing club about likely conditions before setting off. Such local knowledge can be absolutely (37) and you would, to put it mildly, be extremely (38) to ignore it. Whatever the likely weather, a good pair of boots is (39) as is some form of waterproof. And it is a steep climb so it goes without saying that a reasonable level of (40) is essential.

- (33) SUIT
- (34) PREDICT
- (35) SIMILAR
- (36) WARN
- (37) VALUE
- (38) ADVISE
- (39) DISPENSE
- (40) FIT

TOTAL SCORE _____



Progress test 1 (testing contents of Units 1–5)

- 1 Fill each of the numbered blanks in the passage with **one** suitable word.

Many cities can arouse excitement and a passionate response (1) their visitors but Florence is almost guaranteed to bowl (2) all but the most world-weary traveller. Its countless museums and galleries (3) be overwhelming at first, and many people find it difficult to (4) in and absorb the visual bombardment from the past. It is home to buildings that have (5) famous (6) over the world and (7) now easily recognised by any tourist, but you (8) to look further than the obvious symbols of the city to discover its real character. True, nowhere (9) the relationship between the sacred and the worldly more eloquently (10) than in Florence's major churches and palaces, but the whole city is a phenomenon never again to be (11) and one you will never (12) Few (13) deny that if any city in Europe is worth visiting, Florence (14) be very near the (15) of the list.

Score _____

- 2 Read the text below. Use the word given in **CAPITALS** at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

Few parents get by without having to deal with some kind of (0) *behavioural* problems in their child. Problems may be worse when the child's emotional security is (16), but they may also be a normal and (17) phase in development. Head banging, for example, is common in toddlers. It is a short phase, though it may seem (18) to the worried parents. The child will bang his or her head (19) on the side of the crib or on the wall. Frustration, (20), or desire for attention may be the cause of this behaviour. Try to help your child to feel a sense of achievement if you notice frustration building. This may happen when they start to gain a (21) of how complex their world is, and how little they can do to control it. Playing with (22) toys and learning to manipulate objects, with your encouragement, gives a feeling of being in control. (23) all children are prone to tantrums, especially when they become (24) and beyond control. Relatively few children, however, are diagnosed as (25), when they are constantly restless and unable to concentrate.

(0) BEHAVE

(16) THREAT

(17) EXCEPT

(18) TERMINATE

(19) RHYTHM

(20) ANXIOUS

(21) PERCEIVE

(22) CONSTRUCT

(23) PRACTICE

(24) EXCITE

(25) ACTIVE

Score _____



3 Think of **one** word only which can be used appropriately in all three sentences.

Example:

I think the whole of doing this is perfectly clear.

She said she could to a number of reasons for doing it her way.

Could I just out that I find your actions completely unreasonable.
point

26 The new system is a real of fresh air.

He found himself fighting for in the thin atmosphere.

Take a deep and start again.

27 He is the only leader with a strong of where the country should be heading.

Her became blurred when she was accidentally struck on the head.

My line of was blocked by the person standing in front of me.

28 If you ask me, she must be raving mad.

His death was a reminder of our own mortality.

We are faced with a choice: cut expenses or go to the wall.

29 We all arrived safe and despite the difficult journey.

The basic structure of the house is but it needs totally redecorating.

He's a stickler for discipline, by the of it.

30 I just managed to get there in the of time.

I saw George trying to your pen earlier.

His razor was horribly blunt and he managed to himself in several places.

31 When questioned, the minister said that he would by what he said earlier.

Everybody should learn to up for themselves.

If we to our plans, we should make a lot of money.

32 It's time we aside our differences and learned to work together.

Building their extension them back by several thousand pounds.

He's his heart on getting a new music system.

33 It's time you learned to up to the fact that we're losing money.

You can't keep running away from difficult decisions: it's time to the music.

I really can't the idea of doing the whole thing again.

34 I don't think children should be under such pressure at such an early age.

Can you in a good word for me with the boss?

If you your mind to it, you can achieve virtually anything.

35 You're to get a good grade with the amount of work you've put in.

With one he sprang through the window and made his escape.

The pile of papers were with red ribbon.

97



- 4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

Example:

His exam results will determine what choice he has for further education.

dependent

His choice *of further education is dependent* on his exam results.

- 36 They only gave us our money back after we took legal advice.
reimbursed
We wouldn't legal advice.
- 37 It's a long time since anyone checked my car properly.
serviced
I haven't a long time.
- 38 She went before I realised what was happening.
going
By the time gone.
- 39 We've had lots of arguments with that particular harbour master before.
time
This isn't with that particular harbour master.
- 40 It's unlikely they'll make a mistake like that again, thank goodness.
chance
Fortunately, there's made again.
- 41 It was wrong of you to take what he said for granted.
should
I don't what he said for granted.
- 42 The new managing director seems to be excellent at fielding awkward questions.
flair
The new managing director seems fielding awkward questions.
- 43 We'd have been completely lost if you hadn't lent a hand.
helping
But we'd have been completely lost.
- 44 It seems most likely that we'll lose the next match.
slim
There's the next match.
- 45 There has been an annual festival here for hundreds of years.
immemorial
Since an annual festival here.

ANSWERS



5 Read the text and then decide which of the words (A, B, C or D) below best fits each space.

Let me draw your attention (46) something you (47) not have thought about. As you are reading these words, you are taking part in one of the wonders of the natural world. For you and I belong to a species with a (48) ability: we can shape events in each other's brains with exquisite precision. I am not (49) to telepathy or (50) reading or the other obsessions of fringe science; even in the depictions of believers these are (51) instruments compared to an ability that is uncontroversially present in every one of us. That ability is language. Simply by making noises with our mouths, we can (52) on causing precise new combinations of ideas to arise in each other's minds. The ability (53) so naturally that we (54) to forget what a miracle it is. Language is so tightly woven into human experience that it is (55) possible to imagine life without it. The (56) are that if you find two or more people together anywhere on earth, they (57) soon be (58) words. When there is no one to talk with, people talk to themselves, to their dogs, even to their plants. Aphasia, the loss of language following a brain injury, is devastating, and in (59) cases family (60) may feel that the whole person is lost forever.

- | | | | |
|----------------|--------------|-------------|-----------------|
| 46 A to | B by | C on | D for |
| 47 A would | B could | C may | D must |
| 48 A brilliant | B remarkable | C polished | D strong |
| 49 A talking | B mentioning | C referring | D describing |
| 50 A thought | B mind | C brain | D opinion |
| 51 A surgical | B sharp | C blunt | D musical |
| 52 A count | B depend | C succeed | D affect |
| 53 A arrives | B exceeds | C enters | D comes |
| 54 A can | B usually | C follow | D tend |
| 55 A easily | B just | C scarcely | D perfectly |
| 56 A bets | B prospects | C chances | D opportunities |
| 57 A can | B may | C will | D must |
| 58 A swapping | B exchanging | C comparing | D trading |
| 59 A strong | B important | C dangerous | D severe |
| 60 A people | B members | C relations | D associates |



TOTAL SCORE

Linking clauses

Entry test

- 1 Circle the three words or phrases i) to viii) that can complete each of the sentences **a–b** below.

- a** the kids had finished breakfast, they ran off to the beach.
i) Once ii) While iii) Before iv) After v) Until
vi) By the time vii) For viii) At the moment
- b** I'll leave the key under the mat
i) in case I'm late ii) since I could be late
iii) on being late iv) in that I can be late
v) so that I may be late vi) in as much as I'm late
vii) seeing that I might be late
viii) whilst being late

SCORE _____

FOR TIME AND REASON CLAUSES, SEE SECTION 1.

- 2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

EXAMPLE: So popular has the show been that it isn't going to close after all.

popularity

The show *has enjoyed such popularity that it isn't going to close after all.*

- a** We were so irritated that we simply walked out.
annoyance
Such out.
- b** I don't want anyone to disturb me when I'm working so I switch off my mobile.
distracted
So as work, I switch off my mobile.
- c** They designed the stadium to make hooliganism impossible.
such
The stadium was out hooliganism.
- d** Darcy didn't want to upset her so he left early.
fear
Darcy left early her unhappy.

SCORE _____

FOR RESULT AND PURPOSE CLAUSES, SEE SECTION 2.

- 3 Complete these sentences by filling the gaps with a suitable word or phrase.

EXAMPLE: Talented as she is, she never gets offered any decent parts.

- a** Delicious , I couldn't manage another mouthful.
- b** Despite much of an education, he's exceptionally intelligent.
- c** However bed, I feel tired in the morning.
- d** Much to, I'm afraid I can't help.
- e** No we tried, we couldn't get the wardrobe upstairs.
- f** Even well into her eighties, my mother is remarkably active.

SCORE _____

FOR CONCESSION CLAUSES, SEE SECTION 3.

- 4 Circle the options i)–iv) that can complete the sentences below. More than one may be possible in each case.

- a** her lines and wrinkles, she looks really good.
i) For all ii) Despite iii) Even though iv) However,
- b** Of course she's showing signs of slowing down. she remains an example to us all.
i) Therefore, ii) Consequently, iii) Nevertheless, iv) However,
- c** she's over 80, she still moves extremely well.
i) Considering that ii) However iii) Nonetheless iv) For all
- d** She's young at heart her age.
i) despite ii) however iii) although iv) in spite

SCORE _____

TOTAL SCORE _____

THE BASICS

1 TYPES OF LINKING CLAUSES

Apart from conditional clauses (see Unit 5), there are other types of clause we can use to show the relationship between statements in a sentence.

Time clauses

Time clauses are adverbial clauses which state whether one thing happened after, before or at the same time as another. We introduce them using a conjunction, e.g. *when*, *after*, *while*, *once*, etc. or an *-ing* clause (see Section 1.1):

As soon as I've finished reading the newspaper, I'll wash up.

I'll make the salad *while* you're getting on with the pasta.

Watching the advert for digital TV, Ben wondered about the technology involved.

Reason clauses

Reason clauses are adverbial clauses which state why something is the case. We introduce them using a conjunction, e.g. *because*, *since*, *as*, etc. or an *-ing* clause (see Section 1.2):

Because this TV is old, we're having problems with it.

You try to fix it *since* you think you're so clever!

Having realised that you were going to be late, you should have phoned to change your appointment.

Result clauses

Result clauses state the result of a situation. We use *so*, *such*, etc. (see Section 2.1):

My mobile phone wouldn't work in the mountains *so* we had to find a call box.

His reputation is *such that* his competitors are in awe of him.

Purpose clauses

Purpose clauses show why people do things, or what their intention is when they do them. We use a *to*-infinitive or a conjunction e.g. *in order to*, *so as to*, etc. (see Section 2.2):

They stopped *to look* at the map.

Vehicles have been fitted with catalytic converters *in order to* reduce pollution.

Concession clauses

Concession clauses link statements which contrast with one another, often expressing something

unexpected. We use conjunctions such as *however*, *although*, etc. (see Section 3):

Even though it's freezing cold, Pam insists on wearing a miniskirt.

I love travelling, *though* I find airports tiring.

2 REASONS FOR USING LINKING CLAUSES

Using different structures to show the relationship between events allows us to be more precise about the relationship. It also adds variety to simple or dull language. Compare the following examples:

- a *She walked into the room with the stolen picture and looked around carefully. She established that she was alone and walked over to the window. She opened it and someone burst into the room behind her.*
- b *Walking into the room with the stolen picture, she looked around carefully. Once she had established that she was alone, she walked over to the window. Hardly had she got it open when someone burst into the room behind her.*

3 POSITIONS OF LINKING CLAUSES

The order of the two clauses can change as long as the relationship remains clear. We commonly place the more important information at the end:

I carried on working, although I felt really tired.

(= focus on feeling tired)

Although I felt really tired, I carried on working.

(= focus on working)

watch out!

- We don't normally use *will* after words like *when*, *as soon as*, *until*, *once* and *in case* in time clauses:
 - ✗ *I'll wait here until the repair man will come.*
 - ~~*I'll wait here in case he will turn up later.*~~
 - ✓ *I'll wait here until the repair man comes.*
 - I'll wait here in case he turns up later.*
- We can sometimes use the same word to introduce different types of linking clauses, for example:
 - While you have a point, we can't alter your contract, I'm afraid.* (= concession)
 - While you're on the phone, let's talk about next weekend.* (= time)

SECTION I

Time and reason

1 TIME CLAUSES

We can use different linking words and phrases in time clauses to be more precise about:

- when things started (*since, ever since*):
Ever since she read an article on dishonest hotel owners, Fotini has found things to complain about.
- things happening at the same time (*as, while, whilst, when*):
While the bath was running, she checked the state of the towels. As she was doing so, she noticed a hole in one of them. Whilst she waited for the bath to fill, she switched on the TV. (= formal)
- one thing following another (*after, before, as soon as, when, once, etc.*):
She began to get more irritated when she realised the TV wasn't working. She decided to ring reception as soon as she'd finished her bath. Once she'd had her bath, she felt much better. Now that she was relaxed, she could cope better with the problems. After she'd waited half an hour for someone to mend the TV, she became edgy.
- one thing following another very quickly (*no sooner...than, the moment / minute..., etc.*):
On phoning reception yet again, she was told that the repairman was on his way. She'd hardly put down the phone when there was a knock on the door. Immediately / The moment he'd finished, the repairman left. She'd no sooner switched on the TV than there was an enormous explosion.
- every time (*when, whenever, every time*):
When she sent letters to the hotel, they never replied. Whenever she went back in person, they said the owner was unavailable.
- when things finish (*until, by the time..., etc.*):
Fotini wrote and phoned for three months, at which point she lost patience. She was determined to fight on until she got some satisfaction. She finally contacted a solicitor, by which time the hotel had closed down.

-ing clauses

We can use an -ing form after (*ever*) *since, after, before, while, when, whilst, on*:

Since reading that article, Colin's refused to eat red meat. After waiting for ages for a table, we decided to try another restaurant.

2 REASON CLAUSES

Ways of introducing reasons:

- because** is much more common than the others, especially to answer *Why...?*:
I didn't say anything because you'd have been angry. Because I'll be in tonight, I'll baby-sit.
- since, as** often introduce reasons that the listener or reader already knows:
Since we're late, we'd better hurry. As you've seen the film, let's go somewhere else.
- (just) in case** is used to talk about things that may possibly happen:
Don't leave him alone in case something happens.
- seeing that** meaning 'since':
Seeing that we're agreed, we might as well go ahead.
- in that, insofar as, inasmuch as** are used in fairly formal English to justify what we have just said, often by indicating why the statement is true:
He's rather untrustworthy, in that he usually forgets he owes you money. We're expecting a busy summer insofar as bookings are already up for August. This product is guaranteed inasmuch as we'll replace it if you return it within thirty days.
- for** is used in very formal or literary contexts only:
He chose his words carefully, for his whole political future hung by a thread.
- ing clauses** are used to express a combination of time and reason:
We queued for over two hours, hoping to get tickets to the concert. Having passed my driving test, I thought I could hire a car.

? check

Which of the phrases can begin the sentence?

- Immediately he saw her
- On seeing her ... he tried to attract
- He had no sooner seen her her attention.
- Seeing that she hadn't noticed him,
- The moment he saw her

Practice

1 Correct any errors in each of the following sentences.

Example: As soon as I will get the answer, I'll let you know.

As soon as I get the answer, I'll let you know.

- After 1997, exports have been booming.
- When I'll get back, I'll tell you all about it.
- At examining it more closely, he realised that the ticket was for the next day.
- Once she will have understood the procedures, she'll work much faster.
- I'd no sooner taken my seat when the fire alarm went off.
- As our bus didn't leave for another hour, so we didn't have to rush.

2 Match the first halves of sentences (1–5) with the second halves (a–e) and connect them with one of the linking words listed below.

while on now that the minute once (by which time)

Example: \emptyset by which time f

- | | |
|--|--|
| (0 We played tennis from three until six,) | a I had read the first few chapters. |
| 1 I understand why you don't like her | b hearing the result of the tests. |
| 2 I think I must have dropped my keys | c I was walking to work this morning. |
| 3 She was bound to contact the police | d I've finally met her. |
| 4 He phoned his wife immediately | e she discovered her diamonds missing. |
| 5 I began to enjoy the novel | (f I was exhausted.) |

3 Rewrite each of the following sentences twice, using the words given in turn, in such a way that they are similar in meaning to the first.

Example: The training covered all the main techniques and was therefore pretty comprehensive. **insofar covering**

The training was pretty comprehensive insofar as it covered all the main techniques.

Covering all the main techniques, the training was pretty comprehensive.

- I'm half German and so can speak the language fluently.
being since
- The traffic may be heavy on the motorway so let's avoid it.
in case as
- I've never been there so I can't really comment.
having seeing that
- Their failure to implement one item of their manifesto would suggest that this Government is clearly ineffective.
inasmuch having
- I turned on the TV and the doorbell rang a moment later.
no sooner hardly
- The missing boy was last seen just before Christmas.
nobody time

- She came in and immediately I knew something was wrong.
moment soon

4 Fill each of the numbered blanks with one suitable word.

CPE/CAE

I had no (1) sat down and opened the menu than she came in, smiling, slightly swaying, her arm outstretched. (2) catching sight of her, I realised that all the time I had been half hoping for this, (3) since I boarded the plane. And the (4) she sat down, it was as if she had been expecting me, as if we had arranged to meet the night before. We had (5) exchanged opening pleasantries when behind me I heard the waiter, with remarkable intuition, ask whether he should bring champagne. We began talking wildly, questioning and answering, laughing between smiles. (6) I complimented her on her English, she pouted, (7) it was nowhere near as fluent as it had been. It was not (8) the first bottle of champagne had been emptied that the conversation drifted inexorably to the past and it was only (9) that awkwardness and tentativeness crept in. (10) time passed, an air of unreality seemed to descend upon the proceedings. By the (11) we had finished our starters, our bursts of conversation had become shorter, less animated, and the pauses between them correspondingly longer. We finished the second bottle in resigned silence, at (12) point her eyes were clearly filling up with tears. (13) we were saying goodbye, she said it was the first time she had cried (14) I had taken the train to England, all those years (15) It was such a beautiful thing to say.

SECTION 2

Result and Purpose

1 RESULT CLAUSES

The main ways of introducing result clauses are:

so...(that)

So comes at the beginning of the result clause:

*There were nine of us **so** we had to bring more chairs.*

- We also use *so* before adjectives and adverbs followed by a *that*-clause (we can omit *that*):
*He was **so** fed up (that) he threatened to resign.*
So disgusted were they by the bad language (that) they walked out. (= formal)
- Note the structure *so* + adjective + *a/an* + noun + *that*:
*It was **so** long a journey that we were exhausted.*

such...(that)

We use *such* before a noun or an adjective + noun, followed by a *that*-clause (we can omit *that*):

*They had **such** a great time (that) no one wanted to go home. **Such** was our annoyance (that) we refused to co-operate further. (= formal)*

- We use *in such a way that* and *in such a way as to* meaning 'with the result that':
*He designed the room **in such a way that** it looked bigger than it actually was.*
*The city centre is signposted **in such a way as to** completely confuse most tourists.*

Other ways of expressing result include:

- *Therefore*, *consequently* and *as a result* are adverbials that help to express result:
*Sales are down. **Therefore** there'll be no pay rise this year.*
*We didn't eat the shellfish and **consequently** weren't as sick as everyone else.*
*There was a shortage of lifeboats on the Titanic and 1,500 people died **as a result**.*
- We can use *otherwise* and *or else* to express the consequences of not doing something:
*We need to speed up, **otherwise** we'll be late.*
*Let's put the price up **or else** we'll make no profit at all.*

2 PURPOSE CLAUSES

Ways of introducing purpose clauses include:

to-infinitive

Called an 'infinitive of purpose', this is the most common way to express purpose:

*I phoned **to find out** if he was still there.*

*I didn't do it **to annoy** you.*

in order to and so as to

We use *in order to* and *so as to*:

- to emphasise intentions or requirements:
*I arrived early **so as to / in order to** appear keen.*
- to express a negative motive or purpose:
***In order not to be misunderstood**, let me put it another way.*
*I told him when he was alone **so as not to** embarrass him in public.*
- to avoid confusion with other uses of *to*-infinitive:
*I helped him **in order to** make sure he arrived safely.*
I helped him to get the answer. (= not an infinitive of purpose)

in order that and so that

We use *in order that* and *so that* when the purpose clause needs a different subject from the main clause:

- ✗ *I've drawn a map for you **in order to** find the house.*
- ✓ *I've drawn a map for you **in order that** you can find the house.*

Other ways of expressing purpose include:

- We use *for* in front of nouns to express purpose:
*They did it **for** a laugh.*
- We use *for* + -ing especially for identifying the purpose of tools and machines:
*This thing is **for tightening** the screws.*
*We use this thing **to tighten** the screws.*
- We use *for fear of / that* (and *lest* in very formal English) to introduce possible consequences that we are trying to avoid:
*They left at night **for fear of** being followed.*
*He locked his drawer **lest** somebody should look in it overnight.*

See Section 4 for other ways of expressing purpose.

? check

Mark (P) next to sentences that contain a purpose clause, and (R) next to those with a result clause.

- 1 Such was their confusion that my parents ended up getting totally lost.
- 2 So brilliant a footballer was he that he played for his country at the age of eighteen.
- 3 I worked hard so that my mother wouldn't complain.
- 4 We'd left early to make sure we got there in time.
- 5 They played loud music every evening, so the neighbours began to complain.

Practice

1 Rewrite each of the following sentences twice, using the words given in turn, in such a way that they are similar in meaning to the first.

Example: If you don't apologise, he'll sue for negligence. **else fear**

You'd better apologise, or else he'll sue for negligence.

If I were you, I'd apologise, for fear of him suing for negligence.

- 1 The questions were very difficult and I got very depressed. **so such**
- 2 If we don't get there soon, there won't be any seats left. **unless otherwise**
- 3 Let's meet tomorrow; then we can sort out any remaining difficulties. **so that in order to**
- 4 I took the country roads because I didn't want to get stuck in traffic. **so as fear**
- 5 A lot of people have been made redundant and it's caused enormous social problems in the community. **consequently result**

2 A word is missing from most of the numbered pairs of lines in the passage. Mark the place with a line (/) and write in the missing word on the right. If a pair of lines does not need a word added, put a tick (✓). The first two pairs have been done for you.

- | | | |
|----|--|----|
| 0 | Gone are the days when local inhabitants would treat news that foreign investors | ✓ |
| 00 | were intent / starting up operations in their area with suspicion. Now such | on |
| 1 | announcements are greeted with joy by the long-term unemployed see light | |
| 2 | at the end of a long tunnel. The immediate and most significant is a wage- | |
| 3 | packet. The second is a lightening of the depression that descends | |
| 4 | on the town a result of years of stagnation. Shops long boarded up | |
| 5 | start re-opening, high streets become filled with people – people | |
| 6 | smiling. Used to empty streets and half empty shopping bags are | |
| 7 | the citizens that they assume this will go on for ever. Discos with | |
| 8 | strange names open, restaurants serving delicious Italian food that locals | |
| 9 | dream they are in Umbria do thriving business, cinema owners lose their | |
| 10 | frowns. Excitement is widespread that pubs, having been used to three or four | |

- 11 customers, take on extra staff. And this is all as result of these wonderful
- 12 foreigners who decided to move here that we could make more money and
- 13 lead a normal sort of life. And they've done it in such a that everyone has
- 14 benefited. When they then say that, a result of a stronger currency, high
- 15 interest rates, etc. they've decided that they have to shed jobs else
- 16 close down completely, it comes as a shock.

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

CPE

Example: The elephant is so strong that it's regularly needed for heavy work.

demand

Such is the elephant's strength that it's in regular demand for heavy work.

- 1 Let's read through our first meeting's minutes before we start forgetting our stated aims.
sight
Lest we read through the minutes of our first meeting.
- 2 Bill had a very strong personality and we were constantly frightened of him.
fear
So strong was of him.
- 3 The programme is designed in the hope that it will appeal to people of all ages.
interest
We've designed the programme in such a to people of all ages.
- 4 I put up this sign because I didn't want anyone to disturb me.
as
I put up this sign anyone.
- 5 If the purpose of this button is not to enlarge the picture, what is it?
bigger
If this button is is it for?
- 6 I'll call you Phil, and you Philip, so that we don't get totally confused.
avoid
So as I'll call you Phil, and you Philip.

SECTION 3

Concession clauses

Concession clauses give information that contrasts with or opposes the facts in the main clause in an unexpected way. These clauses can be introduced with conjunctions such as *although*, *(even) though*, *however*, etc. Some of these words and phrases introduce the known or background information; others introduce the unexpected contrast.

watch out!

It's important to use the conjunction with the right part of the sentence:

- ✗ ~~It was much too hot, even though I went out.~~
- ✓ *Even though it was much too hot, I went out.*

1 INTRODUCING BACKGROUND INFORMATION

We use many different patterns and structures to express concession.

- We use the conjunctions *although*, *though* and *even though* followed by a verb phrase:
Although she knew about his past, she couldn't help loving him. She's decided to travel alone, even though she's been warned.
- *While* and *whilst* (formal) can replace *although*:
While I see your point, I still think you're wrong.
Whilst Anne's usually pleasant, she can often be bad-tempered.
- We use the pattern adjective / adverb + *as* / *though* + subject + verb in emphatic sentences:
Hard as they tried, the two sides couldn't agree a peace settlement. Difficult though it was, they finally managed to reach a compromise.
- We use *much as*, meaning 'although', with verbs such as *like*, *hate*, etc. to talk about strong feelings:
Much as I detest the idea of punishing children, I can see it has its uses.
- The prepositions *in spite of* and *despite* can be followed by a noun phrase or -ing form:
In spite of the price, I've decided to buy the car.
Despite feeling dreadful, Max went swimming.
- We use a family of words ending -*ever*, e.g. *however*, *whatever*, *whoever*, to express the idea 'no matter how, what, who, etc.':
However many times you ask me, I'm not moving.
Whichever day you visit, I won't be at home.

2 INTRODUCING THE UNEXPECTED CONTRAST

We use *but* or an adverbial, not a concessional clause, to introduce a contrast:

She may be annoying sometimes, but I love her.

- We often add another word or phrase to *but* to strengthen the contrast:
He left me in the lurch, but still I have tender feelings for him. I know standards have changed, but even so such scenes on TV aren't acceptable.
- We use a range of adverbs and adverbial phrases to introduce a contrast. They usually follow a full-stop, a semi-colon or a dash (-):
I felt really tired. Nevertheless I continued dancing.
I felt really tired. Even so, I went on dancing.
I felt really tired – however, I carried on dancing.
I felt really tired; all the same, I refused to stop dancing.

3 POSITION OF LINKING WORDS AND PHRASES

Concession clauses can come as the first or second part of a sentence:

I stayed until the end, although I was very bored.
(= focus on being bored)

Although I was extremely bored, I stayed until the end.
(= focus on staying)

- We often express contrast or opposition by starting a second sentence with an adverbial:
The weather was terrible. Nevertheless, we decided to go ahead with the picnic. Personally, I'm dead against the plan. However, I think I'm in the minority.
- Some adverbials and phrases can come at the end of the second sentence:
I saw my ex-fiancé last night. We didn't speak, though. I'm afraid I can't come. It was nice of you to invite me, all the same.

? check

Correct the following sentences.

- 1 There were minutes left to the deadline, even though we refused to panic.
- 2 Our project is meeting with considerable success, much as we might like it.
- 3 I spent hours on the Internet even so I knew I was wasting my time.
- 4 Despite of his youth, he had a very mature approach to life.
- 5 Fines are a good way of punishing people, however they are of no use if they cannot be paid.

Practice

- 1** Fill each of the gaps in the sentences below with one of the words.

however despite as whoever although whatever matter whichever wherever whereas

- 1 No how often they ask me, I'm not working overtime.
- 2 A marriage will always have its rocky moments, well the couple get on.
- 3 Hard we tried, we couldn't get them to lower the price.
- 4 we went and we spoke to, we got the same answer.
- 5 grey is this year's colour, I find I look extremely dull in it.
- 6 was said in the heat of the moment, it needn't affect our relationship.
- 7 She remains cheerful her chronic ill-health.
- 8 he's always been pretty conservative, she often reveals more left-wing tendencies.
- 9 It shouldn't affect an athlete's performance, lane they're drawn in.

- 2** Rewrite each of the following sentences using the words given. Make any necessary changes to punctuation.

- 1 We've got no money, but we're very happy. (even)
- 2 The wind blew all the time, but we still managed to enjoy ourselves. (nevertheless)
- 3 I like her new boyfriend but I don't trust him. (however)
- 4 I know there's an economic recession, but our profits should still be higher. (all the same)
- 5 Reorganisation is a good idea but it would cause friction in this department. (while)
- 6 I love Sting's music, but I still thought his latest CD was disappointing. (much)
- 7 In spite of her inexperience, I still think we should take her on. (and yet)
- 8 My grandad's over ninety, but still manages to remain active. (even so)
- 9 He's a quiet man, but still manages to intimidate his employees. (spite)
- 10 It may sound incredible, but I really fancy George W. Bush. (as)

- 3** Read through the following text and then choose from the list A to J the best sentence given below it to fill each of the spaces. Each correct sentence may only be used once. Some of the suggested answers do not fit at all. The exercise begins with an example (0).

Shortly after winning his fourth Olympic gold medal in 1996, the rower Sir Steven Redgrave famously said: 'Right, that's it. If anyone sees me anywhere near a boat again, they have my permission to shoot me.'

(0) J Four years later, at the age of 37, he won his fifth gold in Sydney, Australia. (1) After this victory, it was his wife's quote that hit the headlines: 'It's us (his family) or the boat'. (2)

All top sportsmen have to make sacrifices and regularly force themselves through one pain barrier after another. (3) The other members of the team become one's extended family and the rowers often see more of each other than they do their wives and children. The rowing 'widows' are generally understanding and supportive. (4) Long absences from their spouses are something they have to get used to as the search for more fame and glory goes on. 'The medals themselves are not important,' Redgrave has often said. (5) Oh yes, the camaraderie matters, the sense of setting yourself personal challenges counts for a lot, the struggle for self-improvement is a valid one and mutual respect is important. (6)

- A All the same, it can't be easy for them.
- B Even so, it took some weeks for him to announce his retirement.
- C Very few, though, go through the mental and physical hell that is a rower's training schedule.
- D Hard as she tried, she couldn't persuade him to carry on.
- E Be that as it may, it must be nice to know you have done something no other sportsman has ever done.
- F Still, we should believe them.
- G This despite being a diabetic whose medical problems would have been enough for an ordinary mortal let alone a top sportsman.
- H Despite this comment, he decided it was time to call it a day.
- I Nevertheless, we have surely come a long way from: 'It matters not who wins or loses but how you played the game.'
- J However, that was far from being it.)

Vocabulary

SECTION 4

Expressing purpose and effect

Apart from linking clauses, we can express purpose and result in other ways.

1 PURPOSE AND INTENTION

We can use words with meanings related to purpose and intention in different parts of speech.

- We often express purpose and intention using verbs:
I mean / plan / intend / aim / hope to retire before I'm forty-five.
- We can also use nouns, sometimes with qualifying adjectives:
My (immediate) goal / (life-long) dream / (short-term) plan / (sincere) hope / (ultimate) aim / (firm) intention / (overriding) ambition is to jump over sixteen metres.
- Adjectives can also express such ideas:
I'm eager / keen / determined / resolved / tempted to see the world before I settle down. She seems intent / bent on causing as much trouble as possible.
- We can also use noun and verb phrases:
Pam has high hopes of winning. They've no intention of backing down. John has no thoughts of marrying. I've half a mind to resign. I'm toying with the idea of moving. I've made up my mind to leave. He's set his heart on getting a moped. She harbours a dream of getting married in the Seychelles. They've no / every intention of backing down. The whole point of doing this is to give money.
- Prepositional phrases can also express purpose and motive:
She did the course in the hope of getting / with a view to getting / with the aim of getting a job in graphic design.

1 Fill each of the blanks with one suitable word.

- They're to sell with a view making a quick profit while the going's good.
- I've every of completing the course because I'm intent becoming qualified.
- I've half a to tell him that I've no thoughts giving in my notice.

2 CAUSE AND EFFECT

Verb and noun structures can express cause and effect.

Verb	Noun
Money affects attitudes.	Money has an effect on attitudes.
The prisoners effected the escape by using disguises. (= formal)	
Peer pressure influences teenagers.	Peer pressure has an influence on teenagers.
Statistics will shape / determine / mould / dictate policy.	Statistics will have a bearing on policy.
This will entail / involve / necessitate further research.	This will have long-term repercussions / far-reaching implications .
Stress stems from many things.	Stress has its roots in many things.
The new road resulted in a sharp rise in pollution.	The results were a little disappointing.

- There are a number of other phrases we can use to talk about the origin of situations:
*Their dislike **can be traced back to** an incident in their childhood.*
*The argument **has its origins in** family history.*
*The idea **originated from** seeing a film.*
*What is **the source of** the problem? Where did it **spring from**?*
- We use other phrases to talk about the effects of things:
*The proposal **gave rise to** much debate.*
*He has **brought about** many changes since he's been here.*
*The police action **sparked off** riots.*

2 Which of these words is not both a noun and a verb?

influence result affect effect need

Practice

1 Complete each of the following sentences with three words.

Example: His interest in acting can be traced back to when he was at school.

- I have no intention out of my own home by you or anyone.
- After his stupidity I have half a lend him any money.
- In the hope of getting her mind, he sent her some flowers.
- There's not much point see him if he's not at home.

- 5 I'm toying of getting a bank loan.
- 6 Surely the point a diet is to lose weight?
- 7 The latest directive from above may give
certain amount of discontent.
- 8 His arrogance probably stems that his father
is a diplomat.
- 9 His rebelliousness originates mother left
home.

2 Fill each of the numbered blanks in the passage with a verb from the list.

causes results means leads affects

The recent rapid growth in the tourism industry
(1) that many beautiful towns and villages have
ceased to belong to their inhabitants. This naturally
(2) the way local people regard their visitors, and
the latter's arrogant dismissive behaviour often
(3) friction. Indeed, this friction sometimes
(4) to open hostility between 'natives' and
'invaders' which (5) in an inhospitable
atmosphere that is to neither side's advantage.

3 Put a letter O next to the verbs and phrases below that would be followed by the origins of a situation. Put a letter E next to those that introduce the effects of something.

Examples: is the source of (O) brings about (E)

can be traced back to	dates back to
gives rise to	engenders
is due to	sows the seeds of
sparks off	breeds
derives from	has its origins in
has its roots in	springs from

4 Underline the word, a, b, c or d, that best completes each sentence.

- 1 His poor time-keeping resulted his dismissal?
a from b to c of d in
- 2 Where do you think his new enthusiasm
from?
a sources b leaps c springs d traces
- 3 What were some of the things that brought
the French Revolution?
a up b about c around d on
- 4 The whole problem has its in the late 1980s.
a stem b roots c cause d spring
- 5 The group's had five consecutive Number One
hits, as a(n) of which they're extremely rich.
a cause b reason c effect d result

- 6 Can you shed any light on the reason his
appalling behaviour?
a why b for c of d about
- 7 References can have a considerable on
employment prospects.
a cause b decision c weight d bearing
- 8 Accessing information from the World Wide Web
..... basic computer skills.
a engenders b arouses c entails d accompanies

5 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

CPE

Example: Paying for the damage seems to be the last thing on his mind.

thought

He seems to have no thought of paying for the damage.

- 1 She gave in her notice, planning to start her new job in January.
view
She gave in her notice her new job in January.
- 2 The trouble all came about because our computers crashed.
stemmed
The trouble crashing.
- 3 Stray goats on the motorway were not the only cause of the massive tailback.
due
The massive tailback stray goats on the motorway.
- 4 The changes in climate should have no effect whatsoever on our coastline.
affected
Our coastline the changes in climate.
- 5 His criminal record is an entirely separate issue from the matter in hand.
bearing
His criminal record the matter in hand.
- 6 The question of medical costs often makes old people become anxious.
common
The question of medical costs old people.
- 7 The consequence of changing the venue could well be absolute chaos.
result
Changing the venue absolute chaos.
- 8 Their insular attitudes date back to medieval times.
roots
Their insular attitudes medieval times.

SECTION 5

Compounds

1 NOUN + NOUN

We often combine two nouns as a collocation. The first noun is usually singular and qualifies the second:

*a cookery book a computer-game
eating apples childminder*

- We use many of these collocations so often that we consider them to be one word – they have become compound nouns. Some are usually written as one word (seafood). Others are written as two words (brain drain) and others are hyphenated (T-shirt). There are no fixed rules.

*laptop city centre willpower flowchart
phone-card watch-strap ozone layer
recycling centre traffic lights*

- 1 Arrange these 12 words to make 6 compounds.
friend news pull mouse pen freezer estate
mat bulletin ring fridge car

2 ADJECTIVE + ADJECTIVE AND ADJECTIVE + NOUN

Another common compound is produced by putting two adjectives together to make one idea:

*single-minded big-headed good-looking
cold-blooded short-sighted blue-eyed*

We can also produce many compounds with adjective + noun combinations:

*mobile phone sliding doors white-board
musical instrument compact disk*

(Note that compounds normally end up being nouns or adjectives, very occasionally adverbs.)

- 2 Complete these compounds.

br ... d-m ... nd ... d b ... l ... ng p ... nt
gl ... b ... l w ... rm ... ng s ... l ... r ... n ... rgy
w ... rm-h ... rt ... d c ... ld-bl ... d ... d

Which of them match with these words and phrases?

kind 100 degrees environmental problem
power from the sun liberal brutal

3 ADVERB + ADJECTIVE AND OTHER COMBINATIONS

We can combine adverbs and adjectives to form compounds like this:

*a long-standing invitation a short-lived success
a high-flying company a quietly-spoken young man*

We can combine other parts of speech to produce compounds.

noun + adjective: *brain-dead sex-mad fat-free*

verb + adjective: *keep-fit exercises the feel-good factor*

verb + adverbial: *sing-along stand-alone rundown*

multiple-word compounds: *middle-of-the-road politics
one-in-a-million chance a now-or-never opportunity*

- 3 Match a word or phrase on the left with one on the right.

Yes, I'm computer	first mentality.
It's only make-	alike.
The party was a free-	literate.
He's got a safety-	believe.
She's a Madonna look-	for-all.

Practice

- 1 Combine the words below into a word or phrase. Sometimes you can form a compound noun, sometimes you need to use *of* or the possessive *'s*; quite often you need to change the form or order of the words.

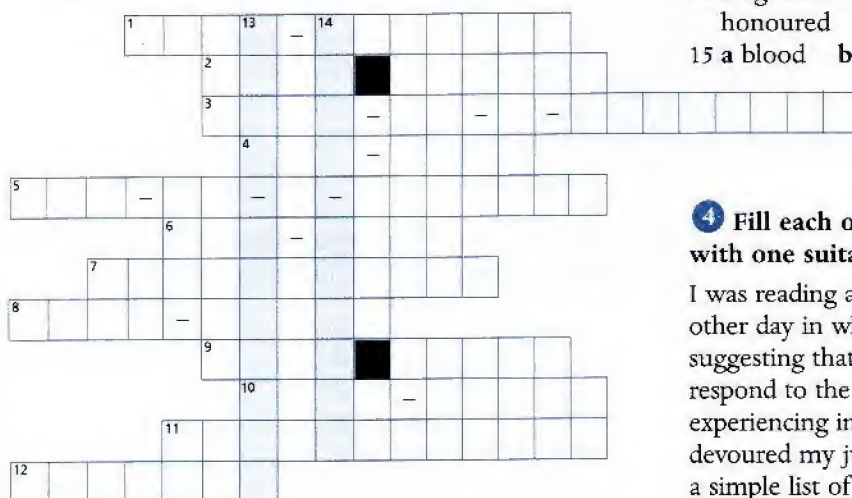
Examples:

roses / bunch	<i>a bunch of roses</i>
boots / ski	<i>ski boots</i>
day / work	<i>a day's work or a working day</i>
cloud / sky	<i>a cloudy sky</i>
four week / break	<i>a four-week break or four week's break</i>

- | | |
|---------------------------|------------------------|
| 1 building / four storeys | 12 hesitation / moment |
| 2 price / gas | 13 degree / university |
| 3 prices / gas | 14 bed / sea |
| 4 edge / water | 15 coat / paint |
| 5 stone / throw | 16 length / arm |
| 6 film / popularity | 17 hair / breadth |
| 7 shirt / button | 18 door / car |
| 8 sentence / ten years | 19 room / corner |
| 9 world / end | 20 industry / car |
| 10 book / 200 pages | 21 shore / sea |
| 11 heart / matter | 22 apple / core |

2 Complete the words in the grid from the clues that follow. If you do so correctly, the grey squares will spell one compound adjective (13) that could describe an announcement and one (14) that could describe a fear or a problem.

- 1 Smart, to impress at the interview.
- 2 A family with only one adult.
- 3 Describes a chance that will never come again.
- 4 There are lots of such exercises in this book.
- 5 Your chance of a lottery jackpot?
- 6 Feeling bad in a boat.
- 7 Like Robinson Crusoe.
- 8 Not the most expensive gold.
- 9 Expensive? Certainly not.
- 10 Describes most avenues.
- 11 Describes leaders of fashion.
- 12 A gull or an albatross.



3 Underline the word or phrase (a, b, c or d) that best completes each sentence.

The result of the interviews was certainly not (0) a .
The issue of the generation (1) inevitably reared its ugly head. The older man had very limited computer (2), but in terms of general (3) he was most impressive. Well- (4), as you would imagine with his (5), he's obviously an old (6) at dealing with the (7) public and his old- (8) manners were quite delightful. The young guy was a bit of a (9), dynamic and with high energy (10) He certainly wasn't lacking in self- (11), as his curriculum (12) suggested, and his answers to some quite tricky questions were (13) So who gets the job? It's the (14) question: do you go for experience or young (15) ?

- | | |
|--------------------|--|
| 0 a cut and dried | b cut and thrust |
| c bits and pieces | d top and bottom |
| 1 a hole | b split c gap d division |
| 2 a talents | b skills c abilities d touches |
| 3 a know-how | b fill-in c blow-out d see-through |
| 4 a speaking | b dressing c articulate d spoken |
| 5 a backlog | b background c backdrop d backtrack |
| 6 a hand | b goat c timer d cheese |
| 7 a common | b general c street d usual |
| 8 a school | b master c house d hat |
| 9 a head-hunter | b dogsbody c whizz-kid d stick-in-the-mud |
| 10 a levels | b standards c output d input |
| 11 a consciousness | b confidence c service d preservation |
| 12 a acqua | b cetera c vitae d literati |
| 13 a spot on | b rock on c straight on d log on |
| 14 a age-old | b year-long c epoch-making d time-honoured |
| 15 a blood | b heart c teeth d thought |

4 Fill each of the numbered blanks with one suitable word.

CPE/CAE

I was reading an article in our sister newspaper the other day in which an eminent columnist was suggesting that as a nation we had been slow to respond to the sea- (0) change which our generation is experiencing in all aspects of day-to- (1) life. As I devoured my jumbo- (2) pizza, I started making a simple list of words which, if they did exist thirty years ago certainly had different connotations and in many cases did not exist at all: ozone (3), greenhouse (4), CD ROM, mobile (5), (6) dish, (what was wrong with just three TV channels?) remote (7), computer print-out, jungle (8), - whatever has happened to music? Not so long ago a previous generation had to acquaint themselves with terms like brain (9) as all the egg-heads headed across the Atlantic and (10) power, as all the others started sticking daffodils in their hair. And before that a generation had to learn about the vacuum (11), the assembly (12), the burglar (13), the washing (14) and the hair (15) New words are coming into the language now at a frightening speed and, to respectfully disagree with my colleague, I believe we are, generally speaking, coping pretty well.



Exam practice 6

1 In most lines of the following text, there is one unnecessary word. It is either grammatically incorrect or it does not fit in with the sense of the text. For each numbered line 1–16, write the unnecessary word in the spaces. Some lines are correct. Indicate these with a tick (✓). The exercise begins with two examples.

- 0 There is a very outspoken group of people who want to ban
 00 hunting wild animals. Their argument is such that killing animals
 1 is cruel and unnecessary, while especially in those cases where
 2 animals are hunted more for sport than for eating or for purposes
 3 of such conservation. While there are others who find this total
 4 opposition an example of blind prejudice, the majority of people
 5 view the debate with somewhat mixed feelings as to the issue can
 6 quickly become a moral minefield. Is hunting animals because of
 7 they are pests, like foxes, less acceptable than killing them
 8 for food? And where does fishing fit into the discussions? Not so that
 9 much as those who catch a few fish to eat or sell, but rather
 10 those people who spend hour after hour since sitting on the
 11 river bank with no even intention of killing or eating their catch.
 12 On to a fish being caught, the 'sportsman' weighs it, photographs it
 13 if it is large enough and worth boasting about, and then returns it to
 14 the water, often with a so nasty wound in its mouth from the
 15 hook, in order that to be caught again another day. Should this pastime
 16 of millions of people, bizarre even though it may be, also be banned?

✓
 such

2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between **three** and **eight** words, including the word given.

Example:

Paying for the damage seems to be the last thing on his mind.

thought

He seems to *have no thought of paying* for the damage.

17 As soon as the news reached Suzette, she rang all her friends to tell them.

hearing

On all her friends to tell them.

18 He spoke from the heart and thus carried the audience with him.

passion

Such he carried the audience with him.

19 The mountain route is possibly dangerous, but there is no alternative.

may

Dangerous is no alternative.

20 I don't like breaking my promises but I'm afraid on this occasion I have to.

backtracking

Much I'm afraid on this occasion I have to.

21 He is still important in that today's performers have been guided by him.

influence

He is still important inasmuch today's performers.

Score

Score



3 Read the text and then decide which of the words (A, B, C or D) below best fits each space.

It is not easy to have a rational discussion with people about the nature of their language. They feel that the language belongs to them, and they are (0) A entitled to hold (22) and dried opinions about it. And when opinions differ, emotions can run high. Arguments can as easily (23) from minor points of usage as from major educational policies. In English, the (24) of many popular misconceptions (25) in the work of the linguists of the eighteenth century who first attempted to codify English grammar. Unfortunately, they worked on the (26) that English grammar is (27) from Latin grammar and that the rules of the latter necessarily (28) the former. It was this fundamental misunderstanding that (29) in the absurd but (30) 'never-end-a-sentence-with-a-preposition' type of rules that many people still cling to. These days, many people complain that the Internet is the (31) of much unforgivable distortion of English, and that the ease and speed of email communication (32) a lazy approach to writing. This is possibly a (33) view: perhaps we should be more (34) and view such changes as potential enrichment rather than corruption of the language. Perhaps those who argue it is only the latter are guilty of a (35)-in-the-mud mentality which is often not confined to their own language. The American linguist Leonard Bloomfield tells the story of a doctor who was quite firm in his view that the Amerindian language Chippewa had only a few hundred words. When Bloomfield attempted to dispute the point, the doctor had no thoughts of (36) He simply turned away and refused to listen.

- | | | | |
|---------------------|-----------------|-----------------|------------------|
| (0) A therefore | B however | C nevertheless | D further) |
| 22 A high | B cut | C hung | D blow |
| 23 A root | B branch | C stem | D bud |
| 24 A origin | B descent | C extraction | D spring |
| 25 A stays | B stands | C sits | D lies |
| 26 A premise | B basis | C stipulation | D law |
| 27 A come | B deduced | C derived | D traced |
| 28 A ascertain | B discover | C verify | D determine |
| 29 A resulted | B produced | C brought about | D followed |
| 30 A time-consuming | B time-honoured | C small time | D high time |
| 31 A spout | B mine | C quarry | D source |
| 32 A bears | B constructs | C engenders | D invents |
| 33 A short-sighted | B short-cut | C short-wave | D short-tempered |
| 34 A simple minded | B single-minded | C absent-minded | D broad-minded |
| 35 A put | B glue | C stick | D push |
| 36 A backing up | B backing down | C backing away | D backing in |

113

TOTAL SCORE

Adjectives and adverbs

Entry test

1 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given. This word must not be altered in any way.

EXAMPLE: I understand his position in the civil service is far from high-ranking.

lowly

I gather he *occupies a rather lowly position in the civil service.*

a In my opinion they are sure to get the gold medal.
confident

I winning the gold medal.

b I really don't want to employ anyone with so few qualifications.

loath

I'm qualified.

c They assured her she could not be prosecuted for her actions.

immune

She was she had done.

d Sales just failed to reach their target.

short

Sales just anticipated.

e She was proud to be so well-acquainted with the next president.

elect

She was proud that to her.

FOR ADJECTIVE STRUCTURES; ADJECTIVE OR ADVERB?,
SEE SECTION 1.

2 Fill the gaps in each second sentence so that it is as similar as possible in meaning to the first.

EXAMPLE: I have never before been so impressed by a first novel.

Never *before* has a first novel so impressed me.

a The last time there was such a huge economic disaster was half a century ago.

Not since proportions.

b I refused to believe I had won until the finishing line came into sight.

Not until was mine.

c It is not often that the media devote so much time and space to a single topic.

Rarely get given so much time and space.

d Whatever you do, don't trust insurance salesmen.

Under no trusted.

e He broke every rule in the book but it ensured he became champion.

Only the championship.

f The novel succeeds in making a serious point while at the same time being hysterically funny.

Not only readers laughing out loud.

g You must never leave the premises without informing the supervisor.

On no know.

FOR INVERSION AFTER NEGATIVE ADVERBS, SEE SECTION 2.

3 Fill each gap with a suitable word or phrase.

EXAMPLE: I have always preferred playing music to *listening* to it.

a William doesn't eat anything as his elder brother.

b The longer his speech went on, animated the crowd became.

c His tastes in music are much as mine.

d I thought the film was great, as else I spoke to about it.

e On full spin, our washing machine sounds a plane taking off.

f She looked out crying at any moment.

g The sequel was nowhere frightening as the original film.

h She didn't get as grade as her two best friends.

FOR MAKING COMPARISONS, SEE SECTION 3.

TOTAL SCORE

THE BASICS

1 ADJECTIVES

Adjectives describe nouns. We normally use adjectives in two positions – before nouns and after ‘link’ verbs (*be, seem, appear, become, feel, look, taste, sound, smell, get, etc.*):

What a pleasant man! He seemed pleasant.

- We can use many adjectives in both positions, but we use others in either one position or the other:
It was an outright victory. I'm glad you could come.
- Here are more examples of adjectives commonly used before nouns:
countless indoor neighbouring maximum northern
- Here are examples of adjectives used after verbs:
*awake content asleep aware glad
afraid alive sure alone alike*

2 FORMING ADVERBS FROM ADJECTIVES

We can turn most adjectives into adverbs by adding *-ly* (see Section 1.3). There may be spelling variations:

<i>slow</i>	<i>slowly</i>	<i>quick</i>	<i>quickly</i>
<i>possible</i>	<i>possibly</i>	<i>automatic</i>	<i>automatically</i>
<i>easy</i>	<i>easily</i>	<i>satisfactory</i>	<i>satisfactorily</i>
<i>true</i>	<i>truly</i>	<i>full</i>	<i>fully</i>

- We can also form some adverbs from nouns by adding *-ly*:
hour hourly part partly

Adjectives and adverbs with the same form

Some adjectives have the same form when they are adverbs:

Adjective	Adverb
<i>I was the first person there.</i>	<i>I arrived first.</i>
<i>That's a fine distinction.</i>	<i>That suits us fine.</i>
<i>The truck hit the low bridge.</i>	<i>The plane swooped low.</i>

- Some adjectives end in *-ly*, like *monthly* and *early*, and have the same form as adjective and adverb. Others can't be transformed into adverbs. Instead we have to use a phrase:
*He had a friendly attitude.
He behaved in a friendly way.*
- Other adjectives like this include:
*costly cowardly deadly likely lively lonely
silly ugly lovely*

3 ADVERBIAL PHRASES

An adverbial phrase (an ‘adjunct’) is a group of words that works like an adverb to say when, how, etc. something happens. They can be:

- prepositional phrases:
Why don't you leave all that on the table?
- noun phrases:
I wouldn't have put it that way.
- adverb phrases:
I think you've all done very well indeed.

4 POSITIONS AND ORDER OF ADVERBS

We usually put an adverb after an object:

~~✗ I play very well the piano.~~

✓ I play the piano very well.

- Adverbs and adverbial phrases usually go at the end of the sentence, and usually in the order ‘how’ → ‘where’ → ‘when’:
They were playing quietly in the garden last night.
- We can move one of these adverbs to the beginning of the sentence for emphasis or focus:
Last night they were playing quietly in the garden.
(= focusing on ‘when’) *In the garden, they were all playing quietly.* (= focusing on ‘where’)
- Some adverbs of manner can also go before the verb:
The villagers slowly walked round the square.
- We usually put adverbs of frequency (*always, often, etc.*) before the verb (or after *to be*) or at the end of the phrase:

I quite often drive past their house.

I drive past their house quite often.

- These adverbs usually go after the first auxiliary verb:
*He's always telling us how well off he is.
I've frequently been swimming with him.*

Note the variety of positions of *still, already* and *yet*:

I still haven't finished. I've still not finished.

Is she still here?

They've already been here. They've been here already.

Are they here already? Are they already here?

I haven't finished yet. Haven't you finished yet?

I haven't yet finished.

We use *only* and *even* in two main positions:

- before the subject they focus on:
*I think only John really understands this point.
Even Simon is a bit confused.*
- before the verb:
*I only like the green ones.
I even think that the red ones are ugly.*

SECTION I

Adjective structures; adjective or adverb?

1 ADJECTIVES AFTER NOUNS

We can use a few adjectives before and after nouns. A change in position involves a change of meaning:

- the present circumstances* (= now)
- the people present* (= who are here)
- an involved explanation* (= complicated)
- the people involved* (= who took part)
- a concerned expression* (= worried)
- the people concerned* (= affected)
- a responsible person* (= sensible)
- the people responsible* (= who did it)

- There are a very few adjectives that we can only use after nouns:

presents galore the President-elect
the Prime Minister designate

2 STRUCTURES AFTER ADJECTIVES

We use a *to*-infinitive after some adjectives following 'link' verbs, e.g. *be*, *feel*, etc:

It's bound to rain later. I'm willing to try.
I'm loath to commit myself. I'm inclined to agree.
The situation is liable to change. They don't seem able to help at the moment. We're due to arrive soon. I'm prepared to compromise.

- We use a *that*-clause after some adjectives referring to people's beliefs and feelings (as is normal in *that*-clauses, we can omit *that*):

I'm pleased (that) you've found a good job.

Here are more examples of these adjectives:

aware certain afraid sorry
surprised upset worried sad
anxious sure frightened confident

- We use a prepositional phrase after some adjectives. The preposition collocates with the adjective:

Nobody is immune from criticism.

Here are more examples:

ashamed of devoid of integral to subject to
descended from lacking in compatible with
intent on filled with characteristic of

3 ADJECTIVE OR ADVERB?

We use some adjectives after link verbs (see The Basics, 1). We can normally distinguish between an adjective, which describes the noun, and an adverb, which usually adds information about the verb. However, some adverbs have two forms: an *-ly* form and one that looks like an adjective. Consider these examples:

- I got the answer right.* (adj.) *Try and do it right this time.* (adv.) *It's easy, as you rightly say.* (adv.)
- Close the lid tight.* (adj.) *Hold me tight.* (adv.) *Hold on tightly.* (adv.)
- His jokes fell flat.* (adj.) *He fell flat on his face.* (adv.) *He flatly refused to go off.* (adv.)
- I think you're wrong.* (adj.) *You're doing it all wrong.* (adv.) *He was wrongly convicted* (adv.)
- Now wipe it clean.* (adj.) *It broke clean in two.* (adv.) *I tackled him cleanly.* (adv.)
- Ouch! That feels sharp!* (adj.) *Be there at 12 sharp.* (adv.) *I was sharply reprimanded.* (adv.)

- Sometimes, as you see above, the two adverb forms may have different meanings.

He arrived late. (= not on time)

I haven't seen her lately. (= recently)

We're flying direct. (= by the shortest route)

I'll tell you directly. (= immediately)

The dancer leapt high into his arms.

He's highly thought of.

It was raining hard.

It hardly matters now.

Deep in my heart, I know it's over.

I was deeply hurt.

- In informal spoken English, we use some adjectives as adverbs – although an *-ly* version exists:

The boy shouted as loud as he could to a passing yacht.

- Adjective forms we commonly use in this way include:

cheap quick slow neat clear sweet easy

? check

Tick (✓) the sentences that contain adjectives.

- 1 Malaria can be a deadly disease.
- 2 He caught the ball cleanly and passed it to the wing.
- 3 I hit him as hard as I could.
- 4 When are the results due to arrive?
- 5 I think anyone involved in that deal should resign.
- 6 Feel free to look around.
- 7 Turn sharp right.

Practice

1 Fill each of the blanks with a suitable adjective from the list.

devoid free certain inclined liable concerned filled elect

- Those with the political implications of the new policy are very worried.
- The outgoing President was accompanied by the President-.....
- I'm to think that it would be better to finish this later.
- These buildings are to collapse in a strong earthquake.
- I was absolutely I'd left it on the table.
- The landscape was completely of any sign of human habitation.
- Please feel to use the phone if you need to.
- The ex-prisoner is with remorse for what he has done.

2 Underline the appropriate adjective or adverb.

- They drove under a low / lowly bridge.
- She has travelled wide / widely.
- Make sure you're here at seven o'clock sharp / sharply.
- She loved him dear / dearly.
- We'll be there short / shortly.
- Three-toed sloths live deep / deeply in the Amazon forest.

3 Put one of these words in each of the gaps below, using each as many times as you want to.

that to with at of on for in by

- I am relieved see that they are pleased their accommodation. It seems entirely compatible their wishes.
- I am almost embarrassed admit that I feel extremely ashamed my fellow countrymen on occasions such as this, particularly when they seem utterly devoid any manners at all.
- I'm afraid speak to her about this because I'm frightened upsetting her.
- It is probable he will prove to be the most likely person the job and the one most likely do it properly.
- I know he's very sure himself and is intent proving he can pass, but we are not convinced his success can be taken for granted.



- I know I should be ashamed admit that I am saddened young Paula's being written out of my favourite soap. It's a pretty awful thing have to admit, but I really am upset she's leaving.

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

Do not change the word given. You must use between three and eight words, including the word given.

Example: There's little doubt that the challenger will become champion again.

bound

The challenger *is almost bound to* regain his title.

- Juliana is determined to become well-known.
intent
Juliana name for herself.
- These vandals appear to have no common sense at all.
devoid
These vandals seem whatsoever.
- I'm unwilling to risk losing all my possessions.
prepared
I'm own.
- When does the doctor say she's going to have the baby?
due
According to birth?
- The exchange rate can vary slightly on a daily basis.
liable
The rate to day.
- We very much want you to feel comfortable and relaxed here.
anxious
We home here.
- There's absolutely no excuse for your behaviour last night.
thoroughly
You ought behaved last night.

SECTION 2

Inversion after negative adverbs

(For inversion in conditionals after *should*, *had*, etc. see Unit 5, Sections 3.4 and 4.1. For inversion in result clauses after *such*, *so*, see Unit 6, Section 2.1.)

1 WHAT IS INVERSION?

When we begin a sentence with a negative adverb or adverbial phrase, we sometimes have to change the usual word order of subject and verb (often using an auxiliary verb such as *do*):

I had never seen so many people in one room.

(= normal word order)

Never had I seen so many people in one room.

(= inversion)

✗ *Not only he was good looking, he was also very intelligent.*

✓ *Not only was he good looking, he was also very intelligent.*

2 WHEN WE USE INVERSION

We use inversion when we move a negative adverb (*never*, *nowhere*, *not only*, etc.) to the beginning of a sentence. We do this because we want to emphasise the meaning of the adverb.

Time relationships

- We use inversion after 'negative' adverbs which emphasise a time relationship at the beginning of a sentence:

No sooner had I put the phone down than it rang again.

Hardly / Scarcely / Barely had I got my breath back when it was time to go again.

- We use inversion after phrases that use *not*:
Not until he apologises will I speak to him again.
Not since I was little have I had so much fun.
Not for one minute do I imagine they'll come back.
- We use inversion after some time phrases that use *only*:
Only after several weeks did she begin to recover.
Only later did she realise what had happened.
Only then did he remember he hadn't got his keys.
Only when I've finished this will I be able to think about anything else.
Only in the last few days has the truth started to emerge.

watch out!

After *not until*, *only when* and *only after*, the inversion is in the main part of the sentence:

✗ *Not until did I see him I remembered we had met before.*

✓ *Not until I saw him did I remember we had met before.*

Frequency

We also use inversion after 'negative' adverbs which emphasise frequency at the beginning of a sentence:

Never have I been so taken aback. Rarely do they fail to get away for a holiday. Seldom is that pop group out of the news. Hardly ever did he wear a suit.

- We can also use inversion after 'negative' adverbs at the beginning of a sentence to emphasise how infrequently things happen:
Little did she realise what was about to happen.
Nowhere was a replacement to be found.

General emphasis

We often use inversion for general emphasis with phrases that use *only*:

Only by patience and hard work will we find a solution.

Only in this way do we stand any chance of success.

- we can also use it with phrases that use *no*:
In no way should this be regarded as an end of the matter.
On no account are you to repeat this to anyone.
Under no circumstances can we accept the offer.

3 NOT USING INVERSION

We use inversion when the adverb modifies the verb, and not when it modifies the noun:

Rarely seen during the day, the badger is a famously shy animal. (= inversion)

Hardly anyone knows about it. (= no inversion)

? check

Tick (✓) the sentences which do not contain inversion.

- Nowhere have I seen anything like this.
- Never give up until you have tried all the alternatives.
- Only by paying the fees in full can we guarantee a place on the course.
- Hardly anyone applied for the job.
- Not since the 1940s has there been such poverty.

Practice

1 Underline all the phrases (a–i) that can start sentence 1 below.

- a Rarely if ever
- b Not only
- c Only if it's convenient
- d Hardly anyone expects that
- e Under no circumstances
- f Under such circumstances
- g Only by asking her directly
- h There's no way
- i Unless something unusual happens,
1 ... she will come.

Underline all the phrases (a–i) that can start sentence 2 below.

- a Little did anyone notice
- b Only if he wasn't available
- c Barely had I sat down when
- d On no occasion I recall
- e Only when it was convenient
- f Not until we were all ready
- g Never did she knock before
- h Only then
- i It was then that
2 ... did she come in.

2 Match the first (1–10) and second (a–j) parts.

Examples: 1 + j 2 + i

Inconsistent advice about a new husband!

- (1 On no account should)
- (2 Not only should he be allowed to give his opinions.)
- 3 Under no circumstances is he to
- 4 Only by constantly nagging will he be
- 5 Only after weeks of rigorous training will he
- 6 Rarely will a man respond to a request the first time unless
- 7 No way should his laundry be done for him unless
- 8 Only very rarely should a garment be ironed for him
- 9 In exceptional circumstances
- 10 But, only if he seems really desperate
- a learn how to switch on the vacuum cleaner.
- b should you try to solve his problems for him.
- c without the assurance that next time he will do it himself.
- d you may take what he says seriously.

- e it is in his own interests to do so.
- f he is prepared to lend a hand with the washing up.
- g be disturbed while watching a football match on television.
- h persuaded to pick his clothes up off the floor.
- (i he should also be deluded into thinking you agree with him.)
- (j you let him realise he isn't the boss.)

3 Fill the two gaps in each sentence with an appropriate word or phrase. Do not use more than 6 words to fill each gap.

Example: In the 1990s, no sooner *had one* economic crisis been *overcome* *than* another came along.

- 1 Never anything so beautiful of my life.
- 2 Not primary school I seen such juvenile writing as this.
- 3 Little he imagine that one day in this position.
- 4 Not till I pointed his job depended on them agree to the changes.
- 5 Only by lock could he have into the house.
- 6 Only when some months really feel at home here.

4 Fill each blank with a suitable word. CPE/CAE

Memo to teaching staff

We have a problem. Rarely (1) we had a student population like this one. (2) since the 1980s can I remember so many troublesome students in our school at any one time. Not only (3) some of them treat the staff with absolute scorn, (4) they are also clearly (5) on causing as much trouble as possible among their peers.

No (6) has one broken window been repaired (7) another is mindlessly smashed. (8) has our handyman painted over one piece of graffiti (9) another appears. On (10) account can such behaviour be (11) to continue. And not for one (12) should the ringleaders think they will not be punished. Only (13) such punishment is carried out will confidence return to the student body and (14) then will school life return to some kind of normality. Under no (15) will we allow the present state of affairs to continue.

SECTION 3

Making comparisons

1 FORMING COMPARATIVES

We can make adjectives and adverbs comparative with -er... than or more / less + adj / adv ... than:

He was **much older than** I remembered him.

(= comparative adjective) He drove **far less carefully than** he should have. (= comparative adverb)

- Some adverbs have an -er comparative:
You should have come **earlier**.
- Adverbs ending in -ly (formed from adjectives) use more or less:
He started to work **even more hurriedly**.

2 SAME OR DIFFERENT

We can use the following structures and phrases to say that one thing is the same as, or different from, another:

Ben has **much the same mannerisms as** his father.

He has **different mannerisms from** his sister.

They're **not as intelligent as** their father.

Neither are **anything like as intelligent as** I am.

This is **nothing like as cold as** it is in January.

Your first attempt is **nowhere near as good**.

- In the positive we only use as...as. In the negative, we can also use so...as:
Grandad doesn't get about **so easily as** he used to.
- We use such + noun + as in negative sentences. Note the change in position of a / an:
I didn't have **such a good time as** last week. (= I didn't have **as good a time as**...)
- We can use as in a form of inversion with an auxiliary verb:
People can no longer climb the tower at Pisa, **as was possible until a few years ago**.
- We can also use superlatives with the; we often follow these with a that-clause:
This is **the best burger that** I've ever tasted.
- When the superlative isn't followed by a noun or that-clause, we can omit the:
I think this one is **(the) best**.

3 DOUBLE COMPARATIVES

We use double comparatives with the to say that one thing results in another:

The more we discuss this, **the less** I understand it.

The longer I carried the box, **the heavier** it became.

4 PREFERENCE

There are various ways to express preference:

I **prefer** (playing) basketball **to** football.

I **would prefer** to stay here **than** go out so late.

I'd sooner die **than** have to go through all that again.

I'd **far rather** do it now **than** leave it till later.

Rather than watch rubbish on TV, I'd **prefer** to go out.

5 AS AND LIKE

When followed by a noun, we use as to give a description, and like to make a comparison:

Peter works **as** a waiter. (= he's a waiter)

He works **like** a farm horse. (= comparison)

- When we make comparisons, like is followed by a noun phrase. As is a conjunction and is followed by a verb phrase. Although like is used very informally with verb phrases, it is best avoided:

~~✗ He looks as me.~~

~~They get up early every morning like I do.~~

✓ He looks **like** me.

They get up early every morning, **as** I do.

6 AS IF AND AS THOUGH

We use as if and as though to say what seems to be true, happening, etc:

He looks **as if / as though** he's going to be sick.

- We can use Unreal Past or subjunctive (see Unit 5, Section 1) after as if or as though to emphasise that the comparison is imaginary:
She looks **as if she knew** what's going to happen. (= she doesn't) She looks **as if she knows** what's going to happen. (= maybe she does)
- We can use just or exactly + as if / though to emphasise the comparison. Much or almost + as if / though weakens the comparison:
He looks **just as though** he'd won a million dollars.
They look **almost as if** they didn't want to be here.

? check

Match the two halves of these sentences.

- | | |
|--|---------------------------------|
| 1 I don't think this is much different | a than do what you do. |
| 2 I've never seen such a boring match | b to having to rely on others. |
| 3 You seem to prefer being independent | c you needed a lot of help. |
| 4 I'd sooner be unemployed | d from what happened last time. |
| 5 It seems as if | e as this one. |

Practice

1 Correct these sentences.

- 1 They are quicker doing this as I am.
- 2 I got there more earlier than everyone else.
- 3 They are not as good at using a computer than me.
- 4 I don't think this novel is so good than his last one.
- 5 I ate pretty the same much as the last time I went to his restaurant.
- 6 The longer I sit here, less I feel like moving.
- 7 I prefer Tarantino's films than Oliver Stone's.
- 8 He ran as the wind.
- 9 He has worked like a clerk for the same bank for most of his life.
- 10 They seemed as they didn't really understand what was going on.

2 Fill each of the numbered blanks with a suitable word.

- a I went to the conference but for most of the time I felt (1) a fish out of water. I knew nobody there and everyone else behaved (2) if they had all known each other for years. I left just (3) soon as I could and arrived home (4) than planned.
- b I've always preferred classical music (1) pop music. I'd much (2) listen to a forty-five-minute symphony (3) a three-minute song. Pop songs seem so (4) less interesting, harmonically and melodically, and the insistent, repetitive drumming is about (5) much fun (6) banging your head against a wall.
- c My father was a jack of all trades in those days, as (1) all village school headmasters: digging holes for swimming pools (2) a full-time labourer, marking out athletics tracks in the manner (3) a professional, teaching arithmetic to the top class in (4) time as he had free. The (5) he did, the more was expected of him by the village community, as if he should (6) every waking hour to the well-being of his pupils. And he did. Nowadays one hears people talk of headmasters as if they (7) accountants, balancing their (8) as efficiently (9) they can. I think I'd (10) have been a headmaster in the old days.

3 Fill each of the gaps in the sentences with a suitable word or phrase.

- 1 She looks much the did ten years ago.
- 2 The longer I study I realise what an interesting language it is.
- 3 I don't spend anything money as my husband.
- 4 I'd sooner have ten children at all.
- 5 They accepted their award much expected it all along.
- 6 He staggers around nowadays as weight of the world on his shoulders.

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

CPE

Example: The Alps are a lot higher than the Pindus range.

nothing

The Pindus are nothing like as high as the Alps.

- 1 We used to be much closer than we are now.
nowhere
We're be.
- 2 Our special offer was taken up by as many as 70,000 people.
availed
No our special offer.
- 3 I'm not too keen on watching tennis, but I really enjoy playing it.
prefer
I much it.



Vocabulary

SECTION 4

Sentence adverbials

1 WHAT ARE SENTENCE ADVERBIALS?

Essentially, sentence adverbials are adverbs or adverbial phrases that comment on a whole sentence or part of a sentence:

By and large, they are separated from the rest of the sentence by a comma. *Generally speaking*, they go at the beginning of the sentence. *However*, some can go at the end, *apparently*. *Moreover*, we can *certainly* put some in the middle.

1 Underline the sentence adverbs or adverbial phrases.

- We got to the airport with half an hour to spare which, all things considered, was a miracle.
- I suppose with hindsight it would have been wiser to take the bus.

2 WHEN DO WE USE SENTENCE ADVERBIALS?

Sentence adverbials have a number of uses including organising information, commenting, giving examples, changing the subject, rephrasing and summarising:

Firstly, we use them to show how the sentence fits in with the rest of the text. *Alternatively*, we may use them to express our attitude to what we are about to say. *In other words*, we use them to comment on what we think or feel. *On the whole*, they make it easier to understand what is going on. *Funnily enough*, the two sentence adverbials that students of English get most confused about are '*On the contrary*' and '*On the other hand*'.

2 Match the sentence adverbials in *italics* with the functions (1-4) below.

- It was a long journey but *all in all* I think it was worth it.
- Our preparation was haphazard and ill-thought out. *Thus* we were easily defeated.
- I was told to get here for nine o'clock, *presumably* because something important has come up.
- I know how to do it. *That is to say*, I think I know how.

- Organising information
- Expressing your attitude
- Rephrasing
- Summarising and generalising

Practice

1 Underline the sentence adverbial that best completes each sentence.

- It is impossible to tell whether a man is married or not. *On the contrary* / *On the other hand*, women usually have 'Miss' or 'Mrs' before their name.
- 'Your parents didn't want you to go abroad, did they?' '*On the contrary* / *On the other hand*, they were all for it.'
- These new computers are amazingly fast. *On the other hand*, / *On the contrary*, they're very expensive.
- It took ages to get there but *in the end* / *at the end* it was worth it.
- He slept through the entire film and *in the end* / *at the end* of it had the nerve to say he enjoyed it.
- As a rule* / *Fundamentally*, I find French films dull and pretentious.
- On balance* / *In contrast* I prefer Crete to Rhodes, though it's a close-run thing.
- British and American English are *characteristically* / *to all intents and purposes* the same.

2 Fill each gap with one of the words or phrases.

let alone to a certain extent predominantly notably on the contrary

- Most of the people queuing at the marriage counsellor's door were under thirty, but not exclusively women.
- I don't resent her being here;, I'm delighted she is.
- I would never want to hurt another human being, my best friend.
- He was a strong candidate, in the listening and speaking sections.
- I can't vote for him but I can see that he's right.

3 Fill each gap with one of the words or phrases.

like it or not primarily believe it or not as regards particularly

- They split up, because they agreed they were incompatible.
- It's always rather a bleak area, in the winter.

- 3 I asked her to lend me £10,000 and,, she agreed.
- 4 the weather, I just don't know how you can bear to live here.
- 5, you're going to have to sell something just to pay the rent.

4 Fill each gap with one of the words or phrases.

when it comes to in some respects not to mention in the main chiefly

- 1 I have some misgivings but I'm not unhappy I came here.
- 2 I've got rent, a gas bill and road tax to pay, what I owe my dear old dad.
- 3 She's second to none cooking pasta.
- 4 I'm glad I came here, because of you.
- 5 I agree with him, but overall I think I would have to side with her.

5 Fill each of the gaps in these sentences with one suitable word.

Example: Broadly *speaking*, I agree that, come what may, we just have to persevere.

- 1 first sight English may seem a simple language but reality that's far from true.
- 2 you may know, she's leaving; least I'm pretty sure she is.
- 3 Personally, and incredible it may seem to you, I think chocolate is much overrated.
- 4 regard to arrival time, we should, things being equal, be there by seven.
- 5 everyone's surprise, the end she lost her nerve.
- 6 To be, I think this whole project stinks from to finish.
- 7 At the of the day and the final analysis, how many trophies we win is what's important.
- 8 to a point I think he did very well, his lack of experience in that event.
- 9 a nutshell, we've got to work harder, question about it.
- 10 the top of my head, I'd say there were over 100 people there, I'm very much mistaken.

6 Underline the option a, b, c or d that best completes each sentence.

- 1 She was caught cheating in the race. she was disqualified.
a Accordingly b Equally c Explicitly d Fundamentally
- 2 She wasn't allowed into the country, because her papers aren't in order.

- a subsequently b admittedly c presumably d paradoxically
- 3 I wasn't there myself but they had the most almighty row.
a broadly b apparently c conversely d primarily
- 4 My shirt was covered in oil but I had a spare one.
a hopefully b clearly c however d luckily
- 5 She invited me to a party and I said 'yes'.
a naturally b lastly c overall d hopefully
- 6 The decision was a bad one and I think that,, we all recognise that.
a in contrast b in particular c in retrospect d in consequence
- 7 It's an interesting idea and, at least, has a lot going for it.
a in theory b in fairness c in conclusion d in reality
- 8 I dislike Hollywood films but this was an exception.
a As a result b As far as I know c As a rule d As it turns out

7 Fill each of the numbered blanks with one suitable word. **CPE/CAE**

Strangely (1), the holiday was a great success, though (2) a rule I usually get really bored lying on a beach. On the (3), I prefer getting up and doing things: to me, lying around slowly cooking is to all intents and (4) a waste of time. Anyway, on this occasion I was saved by reading a book that was absolutely fascinating, though at the (5) time some of the ideas in it were not always easy to follow. (6) a result, it took me some time to get through but, (7) things considered, it was definitely worth it. It was a refreshingly honest book, the gist of which centred around the fact that, as (8) as we know, there is no other intelligent life in the universe. In (9), of course, there may well be intelligent forms out there, but theory is one thing and proof another. To (10) it bluntly, the author said, those who claim to have seen aliens are, (11) and large, nutcases. In the same (12), those who believe in the Loch Ness monster are living in fantasy land. My wife, when I read this out to her, claimed that, on the (13), the little green men could well invade at any moment and the book would then, (14) hindsight, look a little foolish. On (15), I think the author of the book has a better grasp of reality than my wife.

SECTION 5

Differences and similarities

1 COLLOCATION

We can use a number of verb / noun, adjective / noun or adverb / verb collocations to say how different or similar people or things are.

Make a(n) basic / clear-cut / crude / dubious / important distinction.

They are remarkably / strikingly / superficially similar.

- 1 Underline the following verbs that collocate with the noun *comparison*.

This computer game *draws / puts / stands / bears / invites / takes* comparison with the best on the market.

- 2 Underline the following adverbs that collocate with the verb *compare*.

The new product compares *favourably / well / closely / fairly / unfavourably* with the old one.

- 3 Underline the following adjectives that collocate with the noun *similarity*.

There's a *marked / striking / resonant / distinct / weak / little* similarity between the two boys.

2 SYNONYMS AND NEAR-SYNONYMS

Some words can have virtually the same meaning and use:

He has been likened / compared to Pele.

- Others have small but important differences:
Women are sometimes paid less than men for doing equivalent work.
Are you saying that women are not equal to men?

- 4 Underline the words that best fit these sentences.

- a There was a *discrepancy / difference* in the two accounts of the incident.
- b He bears a *striking resemblance / similarity* to his Uncle Fred.
- c What *differentiates / discriminates* music from noise?

3 MODIFIERS

To comment on how big a difference is, we use modifying adjectives, adverbs and adverbial phrases in comparisons:

Home-made pizza is miles better than the rubbish you get in the supermarket.

There's a substantial difference between them.

- 5 Underline the modifiers that we can use in these two sentences.

- a He was *considerably / slightly / much / fairly / quite / rather / immeasurably / far* better than when we last saw him.
- b They are *nowhere near / nothing like / not quite / not that / not virtually* as efficient as when we last used them five years ago.

4 LINKING PHRASES

We can use linking phrases to make comparisons:

While mine is green, yours is more like blue.

- 6 Underline the words and phrases that we can use in this sentence.

This year's numbers were very small *as against / relating to / in contrast to / compared to / whereas / tantamount to / equated to / in comparison with / comparable to* the vast numbers we had last year.

5 IDIOMATIC PHRASES

We can use a number of idiomatic phrases in comparisons:

Using e-mail is as easy as falling off a log.

Don't go in there like a bull in a china shop and upset everyone.

- 7 Fill the gap in the phrases below with one of these words.

class streets common head spots cheese

- a Mozart and Wagner are as different as chalk and
- b I have practically nothing in with my sister.
- c United would knock off us.
- d Theodorakis is in a of his own.
- e I don't agree that Americans are ahead of us.
- f Armenian basketball players are and shoulders above the rest.

Practice

- 1 Underline the option, a, b, c or d, that best completes each sentence.

- 1 I think you are drawing a somewhat dubious between the two arguments.
a difference b distinction c variation d deviation

- 2 What would be the qualification in your own country?
a equivalent b same c similar d corresponded
- 3 I felt better after a good night's rest.
a considerably b conservatively c considerably d constantly
- 4 Many would argue that modern pop compares with that of ten years ago.
a closely b nearly c unfavourably d accurately
- 5 There is unfortunately a between the petty cash slips and the actual money in the tin.
a difference b variance c discrepancy d differentiation
- 6 Don't you think she bears an resemblance to his first wife?
a identical b uneasy c uncanny d indifferent
- 7 Letting them off with a warning is to saying their crime is unimportant.
a compared b relating c tantamount d totalling
- 8 The law doesn't between premeditated murder and a crime of passion.
a differentiate b compare c oppose d distance

2 Fill each of the numbered blanks with an appropriate form of a verb from the list. The first (0) has been given as an example.

discriminate differ vary differentiate diverge liken contrast (compare)

British v. American English

Millions of words have been written in an attempt to (0) *compare* the two languages, pointing out how they (1) but are still recognisably the 'same' language. Clearly no one should (2) against the American species just because it is the younger partner. Some people have (3) the difference to that between a horse and a mule, but that does not go very far towards (4) between the two languages. They are rather two breeds of horse that have (5) very slightly over the years. Some points of British English grammar (6) quite sharply with American English, but the fact remains that accent (7) as much within each country as between the two.

3 Fill each of the blanks with one of the words from the list.

cheese similarities common against totally opposed unlike whereas differ contrast

- 1 The twins are as different as chalk and
- 2 They really haven't got a lot in at all.
- 3 They're different.
- 4 There are very few between the two of them.
- 5 They in just about every way.
- 6 You've got Paul's generally pleasant acquiescence as Peter's open rebelliousness.
- 7 There's Paul, the model son, as to Peter, the black sheep.
- 8 You have Peter's darkened brow in to Paul's open smile.
- 9 Paul beams, Peter glowers.
- 10 But Paul, Peter is successful.

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

Example: When it comes to learning languages, Burton is easily the best.

shoulders

When it comes to learning languages, *Burton is head and shoulders above* the rest.

- 1 Our rivals are a long way behind at the moment.
streets
We rivals at the moment.
- 2 In my opinion she is nowhere near as proficient as she used to be.
nothing
In my opinion as she used to be.
- 3 We offered her the job as she was clearly so much better than the other candidates.
spots
We offered her the job the other candidates.
- 4 When it comes to crossing the ball, there is nobody quite like Beckham.
class
When it comes to crossing the ball, his own.
- 5 She looks so like her grandmother it's spooky.
uncanny
She to her grandmother.
- 6 I don't think Athens is anywhere near as good for shopping as Thessaloniki.
miles
I think Athens.
- 7 He's not a bad player, but you can't compare him to the real greats.
bear
He's not a bad player, the real greats.



Exam practice 7

1 Fill each of the numbered blanks with **one** suitable word.

Whether or not we are (1) in the universe is a question that has vexed humankind for centuries and we are not (2) any (3) to coming up with a definitive answer. Scientifically, however, the possibility of other civilisations existing cannot be discounted and, perhaps more (4) at any other time in history, the question is no longer liable (5) be dismissed as a mere crank's obsession. For example, scientists now claim they have a not (6) knowledge of the factors involved in producing such civilisations.

The rate of formation of suitable stars – that is, ones (7) Earth which are hot (8) to sustain life and live long enough to allow life to evolve – is a (9) starting point. Astronomers are confident (10) they can assess this rate of formation at (11) one star per year. However, these stars also need to have habitable planets. (12) in the last five years have scientists found evidence that at least some stars (other than our own star, the sun) have planetary systems. Broadly (13), perhaps one in ten stars have planets orbiting them. But we also require that these planets are warm enough to have liquid water, a basic component integral (14) life on Earth and presumably life elsewhere, and are not lacking (15) an atmosphere that can both provide protection and sustenance to developing life.

2004

2 Read the text below. Use the word given in **capitals** at the end of some of the lines to form a word that fits in the space in the same line.

Situated (0) *ideally* where the foothills of Mount Pelion meet the Aegean Sea, the (16) seaside hamlet of Chorefto is perfect for (17) relaxing holidays, boasting two glorious sandy beaches and just enough tavernas and shops for you to be (18) (19) for car-hire not to be essential. Separated from the beach only by the small village road, the apartments are in a perfect position to enjoy the village's laidback atmosphere to the full, as all the facilities are within distances that are easily (20) The complex comprises about a dozen apartments, divided between several two-storey buildings which, though modern, are not (21) , and are (22) spread out amidst an extensive garden full of (23) roses and shady trees. The well-furnished interiors are (24) traditional in style, with pretty stone-flagged floors. Car-hire can naturally be arranged for those who wish to explore the (25) coastline and the mountainous hinterland.

- (0) IDEAL
- (16) SLEEP
- (17) THOROUGH
- (18) SUFFICIENT
- (19) DEPEND
- (20) WALK
- (21) ATTRACT
- (22) GENEROUS
- (23) COLOUR
- (24) APPEAL
- (25) STUN

2004



3 Read the text and then decide which of the words (A, B, C or D) below best fits each space.

There are surely (0) *few* careers more extraordinary than that of the Greek composer Nikos Skalkottas, still (26) unknown outside his own country, but whose music (27) comparison with the best of his contemporaries. Precociously gifted, he was (28) to study in Germany thanks to a wealthy patron, and lived there from 1921 to 1933, first as a violinist and then as a composer. (29) in 1933, when his name was already becoming well known in avant-garde circles, financial difficulties obliged him to return to Athens. From that time onwards until his premature death sixteen years later, he (30) disappeared from active musical life and earned a living as a simple orchestral player. Yet after his death some 150 compositions were found among his papers. Not (31) were they of all types, they were of a quality that staggered even his most (32) friends. (33) more extraordinary, most of these compositions were on a large scale and together they represent one of the most (34) musical achievements of the twentieth century, and certainly (35) in his own country. He appears to have composed in successive waves, separated by periods of inactivity. His work is often warm and lyrical, sometimes showing a (36) similarity to Berg, while his rhythmic drive has been (37) in some (38) to that of Stravinsky. But (39) all, it has a clarity and lucidity (40) of the Mediterranean, particularly in the twelve great symphonic works.

- | | | | |
|------------------|------------------|----------------|---------------|
| (0) A few | B some | C little | D most |
| 26 A comparably | B similarly | C relatively | D perceptibly |
| 27 A carries | B bears | C makes | D puts |
| 28 A capable | B managed | C succeeded | D able |
| 29 A Moreover | B Accordingly | C However | D Primarily |
| 30 A completely | B fully | C perfectly | D thoroughly |
| 31 A since | B only | C until | D when |
| 32 A close | B lifelong | C good | D intimate |
| 33 A Even | B So | C Little | D No |
| 34 A subdued | B substantial | C substandard | D subnormal |
| 35 A unsurpassed | B unrequited | C unremarkable | D unmitigated |
| 36 A hammering | B smacking | C striking | D colliding |
| 37 A equalled | B likened | C matched | D resembled |
| 38 A reasons | B relations | C respects | D relays |
| 39 A above | B at | C with | D beside |
| 40 A equivalent | B characteristic | C comparable | D tantamount |

TOTAL SCORE

Nouns and articles

Entry test

- 1 Correct the six errors in articles in this extract from a composition.

Is war ever justified?

Every day there is news of another war breaking out somewhere in *the* world. Clauswitz claimed that the war is a continuation of the government by other means, but is it necessary? First World War is often used, especially by pacifists, as an example of an unjustifiable war: the European powers allied themselves with each other and for five years killed each other in appalling conditions. What makes the society indulge in such extraordinary behaviour? Is it simply in nature of man to fight? Under any circumstances can the violence ever be justified?

SCORE

FOR THE USE OF *THE* OR NO ARTICLE, SEE SECTION 1.

- 2 Fill each of the numbered blanks where necessary in the following passage with one suitable word.

I had a hard (1) getting to work the other day. The police (2) blocking off the main road after an accident. On the radio, the local traffic news (3) talking about complete chaos on the roads everywhere. I calmly sat in my car with (4) patience I never knew I had. After all, the experience of sitting in a car going nowhere is, I reflected, starting to play an increasing part in all our (5)

SCORE

FOR DIFFERENT USES OF SINGULAR, PLURAL AND UNCOUNTABLE NOUNS, SEE SECTION 2.

- 3 Fill each of the numbered blanks in the following passage with one suitable word.

(1) violin has remained virtually unchanged since the sixteenth century. It evolved from (2) viol, (3) six-stringed instrument which is played resting on or between (4) thighs.

SCORE

FOR USE OF ARTICLES WHEN TALKING ABOUT A GROUP OR CLASS, SEE SECTION 3.

- 4 Fill each of the numbered blanks in the following passage with one suitable word.

(1) reasoning behind high levels of taxation is the redistribution of wealth from (2) rich to the (3), for the common (4) However, to do this in a way which satisfies everybody is to ask the (5)

SCORE

FOR ADJECTIVES AND VERBS AS NOUNS, SEE SECTION 4

TOTAL SCORE

THE BASICS

1 COUNTABLE AND UNCOUNTABLE NOUNS

We use uncountable nouns to talk about things we think of as a mass, rather than countable individual things. We use them with singular verbs.

- It may not be immediately obvious whether nouns are countable or uncountable (see Section 2), and some uncountable nouns in English are countable in other languages. Logic and grammar seem to produce contradictions. Here are a few examples:

Uncountable	Countable
rice	lentils
bread / macaroni	four potatoes
advice	a few suggestions
knowledge	ideas
news / information	these facts
hair	a wig
money	a dollar
marketing	an advertisement
luggage	two suitcases
flu / cancer / measles	a cold / a headache / a heart attack
strawberry jam	a traffic jam

Is that really **hair**
or is it a **wig**?



- Many nouns can be countable or uncountable depending on the context (see Section 2):

Uncountable	Countable
He's a danger to society .	Britain is a multiracial society .
I never eat lunch .	He's grown fat through eating so many business lunches .
Work is starting to take over my life.	Beethoven's later works are startlingly original.

2 A / AN, THE OR NO ARTICLE?

The articles *a / an* and *the* are determiners. Determiners are words we use before a noun to show whether the noun is specific or general, singular or plural, etc. (For other determiners, see Unit 9.)

A / an

We use *a* or *an* with singular countable nouns only.

- A* and *an* are indefinite articles. We use them to talk about one of something when we assume that the listener / reader doesn't know which specific thing (but see Section 2.6):

A car drove past. (= we don't know exactly which car)

The

We use *the* with countable nouns (singular or plural) and uncountable nouns:

A man is coming round to fix **the** television.

Let's sit on **the** grass over there.

- The* is the definite article. We use it to talk about a specific example of something we think is known to both ourselves and the listener / reader:

The cars were parked illegally in **the** city centre. (= we know which cars and which city)

No article

To talk about things generally, we use uncountable or plural nouns without *a / an* or *the*:

Money doesn't necessarily bring **happiness**. It's easy to blame **minorities** for all the problems of **society**.

Paper clips were a brilliant invention.

In these examples we are talking generally, and not thinking of an individual item or example.

3 OTHER SPECIFIC DETERMINERS

Other determiners such as *my*, *your*, *his*, etc. (see Unit 9), *this*, *that*, *these*, *those*, (see Unit 10, Section 4) have a similar function to *the* and make the meaning specific:

Your happiness is of great concern to me.

(= happiness specific to you) **Those holidays** we had in the south of France were the best. (= specific holidays) **That money** was meant for paying the phone bill. (= a specific sum)

watch out!

Singular countable nouns must always have *a / an*, *the* or another determiner:

✗ ~~Why don't you pull up chair and sit down?~~

✓ Why don't you pull up **a** chair and sit down?

SECTION I

Using *the* or no article

1 THE WITH NOUNS THAT ARE ALWAYS SINGULAR

We nearly always use *the* with some singular nouns because we consider there is only one in existence:
the sun the moon the Earth the air
the ozone layer the past the future the countryside
the EU the UN the seaside the world
the Vietnam War the presidency the Government

- This category also includes superlatives because there is usually only one thing or group that is superlative:
He's the best accountant in town.
It's one of the noisiest bars in town.

watch out!

Logic is not always a reliable guide. We talk about *the atmosphere* and *the environment*. But we usually think of *nature* in a general sense and so omit *the*. Although we talk about *the universe*, we consider *space* as infinite and we use it without *the*:

- ✗ *The oldest man in the space was John Glenn.*
- ✓ *The oldest man in space was John Glenn.*

2 NOUNS WITHOUT ARTICLES

We use uncountable and plural nouns without articles to refer to general ideas and categories:

Cars and buses are a major source of pollution in cities.

- We use many uncountable abstract nouns in this way:
Intelligence is something you are born with, not something you learn.
Laughter is good for you.
- Here are more examples of abstract nouns we can use like this:
advice anger beauty chaos courage education excitement fun happiness history hospitality information knowledge luck music patience poetry progress violence

3 GENERAL OR SPECIFIC – ADDING *THE*

We can use *the* with uncountable and countable nouns, including the abstract nouns above, to refer to a specific example of something. To make clear which specific example we are referring to, we may have to add a qualifying clause with *of* (or another preposition), a relative clause or an adjective:

General	Specific
<i>I like all kinds of music.</i>	<i>The music of Skalkottas is virtually unknown outside Greece.</i>
<i>Is there life after death?</i>	<i>It was a film about the life of a polar explorer.</i>
<i>We must fight for freedom.</i>	<i>I was allowed the freedom of the house and garden.</i>
<i>Truth is the first victim of war.</i>	<i>We'll never know the truth about what really happened.</i>
<i>You learn from experience.</i>	<i>The terrible experience was something he never got over.</i>
<i>She ought to be in jail – she's a danger to society.</i>	<i>The society which they set out to create was based on mutual trust.</i>

- Sometimes the qualifying clause is implied rather than stated explicitly. This is especially true of *truth*:
I promise to tell the truth, the whole truth and nothing but the truth. (= about what happened)



? check

Tick (✓) the sentences which are correct.

- What will music sound like in the future?
- People's attitude to the education reflects their attitude to children.
- What exactly is the nature of your complaint?
- When it comes to depression, laughter is often the best remedy.
- The life is too short to waste time being angry with people.

Practice

1 Think of one word only which can be used appropriately in all three sentences.

Example: 0 He has good qualifications, but is lacking in

The will hold you in good stead later.

I have no of working with children.

experience

- 1 Lessons can't be all and games.
Knowing the result takes the out of watching the match highlights.
It's no not knowing what's going on.
- 2 The of the aeroplane I find a fascinating one.
I didn't exactly shine at at school.
We were shocked when his of violent attacks was revealed.
- 3 It's common that children hate spicy food.
..... of how a language works doesn't mean you can use it.
Few people ever need the they learn at school.
- 4 He has made rapid throughout the course.
I'm afraid there's a meeting in in Room 10.
What's the best example of the mankind has made since the last war?
- 5 He was always so full of as a boy.
..... is not easy when you have no money.
He's lecturing on the and times of Dickens.
- 6 The of these little cars is that there's so little that can go wrong.
They say that is in the eye of the beholder.
Scenes of such are rare in this part of the world.

2 Fill each gap with one of the nouns. In three sentences you will need to add *the* somewhere in the sentence.

poetry chaos progress fortune strength dudgeon
beauty frustration violence advice

- 1 is said to be skin-deep.
- 2 My uncle always gave me sound
- 3 Marta's been known to dabble in lyrical
- 4 My next-door neighbour feels of not having worked for three years.
- 5 Domestic is a frightening concept.
- 6 The protest meeting ended in total
- 7 Carlos has proverbial of a lion.
- 8 Steady is being made.
- 9 At the concert Anka had good to be sitting close to the stage.
- 10 The foreman stomped off in high

3 Rewrite these headlines as normal written sentences, adding *the* as appropriate, and making any other suitable changes.

Example:

TV corrupts young says Minister of Education

The Minister of Education has said that television corrupts the young.

1 death of President leaves country in chaos

2 big business hit by inflation

3 United manager faces sack after latest defeat

4 COMPUTERS BLAMED FOR RECORD NUMBER OF JOB LOSSES

5 water people drink not fit for animals say environmentalists

6 level of unemployment highest since mid-nineteen-nineties

4 Correct the 8 errors in this extract from a composition.

CPE/CAE

The war takes over when politics fails. It is always frightening and unpleasant and the society does everything it can to avoid clashes between countries, but there often comes a point where avoidance is no longer an option. In the past, the mankind has fought wars for many different reasons but the history shows that one side always blames the other for starting it. Aggression starts because one side accuses the other of doing something aggressive. The other side denies it. The argument gets louder and more heated until suddenly patience are at an end, the time for talk is over, and military power replaces spoken argument. Wars can be justified if they are fought for good reasons, but who is to say what is a good reason? History is written by the winners, and it is their version of the truth that we tend to work from. Our knowledge of the whole history of any war are likely to be limited by the lack of complete informations but if we are to learn any lessons for future, we must try to understand what happened.

SECTION 2

Singular, plural, uncountable

1 NOUNS THAT ARE ALWAYS PLURAL

Some nouns are always plural, often because they are made up of two 'parts'. This is especially true of some clothes and tools:

trousers underpants pyjamas tights scissors shorts pliers tweezers tongs glasses (= spectacles)

- To make them singular, we usually use *a pair of*:
These scissors are broken. This pair of scissors is broken.
- Some nouns are always plural because they are made up of many 'parts':
belongings goods people police

2 UNCOUNTABLE NOUNS ENDING IN -S

Some uncountable nouns that end with -s look like plural countable nouns but are not. We use a singular verb:

- ✗ *What are the news today?*
- ✓ *What's the news today?*

- Here are more examples. Note that many end in -ics:
news maths economics athletics genetics linguistics mechanics politics aerobics rabies

3 COLLECTIVE NOUNS: SINGULAR OR PLURAL?

Some nouns referring to groups can be either singular or plural. We often use *the* with some of these collective nouns:

The media is / are interested in this story.

- Here are more examples of collective nouns:
army jury family band press school union community audience staff committee cast

4 THERE IS / THERE ARE

After *there is / there are* the first noun normally determines whether the verb is singular or plural:

There's a chair and a table in the room.

There is a chair and two tables in the room.

There are two tables and a chair in the room.

5 UNCOUNTABLE OR COUNTABLE PLURAL?

Some nouns that are often uncountable are also commonly used as countable plural:

Uncountable

I was asked if I'd had any previous experience.

Is there any truth in what they're saying?

Death by chocolate – what a great way to go!

Life was hard a hundred years ago.

He has enormous strength.

Marriage is something to be taken seriously.

He reported for duty.

Countable plural

He had many hilarious experiences to tell us.

That's one of the world's great truths.

The accident caused a number of deaths.

Their lives were made a misery by the disaster.

Patience is one of his great strengths.

Many marriages end in divorce these days.

His duties included cleaning and cooking.

6 UNCOUNTABLE OR COUNTABLE SINGULAR?

Some nouns that are often uncountable are also commonly used as countable singular, with *a / an*. In this case, they are usually qualified by an adjective, a prepositional phrase or relative clause:

Life is short. (= uncountable)

He led a life of great piety. (= countable + prepositional phrase)

- Here are more examples:

I felt really rotten at work the other day so I went into the stock room for a nap – I thought I'd feel better after a good sleep. Unfortunately my boss, who has a deep distrust of most of his employees as well as a history of suddenly firing his workers, decided there was some work he needed me to do urgently. My colleagues told him I'd been called out – lying is sometimes a necessary evil – but he had a better knowledge of the situation than they realised, and I was summoned to his office. I thought he would give me a hard time but he showed a tolerance that surprised me. Even so, it was an experience I wouldn't want to repeat.

(For common phrases with countable and uncountable nouns, see Section 5.)

? check

Correct any errors in these sentences.

- 1 Your reading glasses is by the bed.
- 2 The jury are still considering their verdict.
- 3 There are one locking nut and four bolts for each wheel.
- 4 I have a great deal of experiences in dealing with a problem like this.
- 5 That's a really good advice.

Practice

1 Correct any mistakes in these sentences.

Tick (✓) sentences that are correct.

- 1 Can you explain why my best trousers have a hole in them?
- 2 The scissors in the sewing box needs sharpening.
- 3 This pair of binoculars have been in this drawer for as long as I can remember.
- 4 Half the audience were asleep by the interval.
- 5 I can't say that economics are a subject I've ever been very interested in.
- 6 There're one potato and two onions in the recipe.
- 7 Where has those kitchen scales gone that we used to have?

2 Tick (✓) the following sentences that are acceptable. Correct the others.

- 1 Did Mozart have an unhappy childhood?
- 2 After interesting travel to Los Angeles, he wanted to live in the USA.
- 3 An undiagnosed illness in his twenties has left him with virtually no hairs.
- 4 We learn many things throughout the life.
- 5 Her face shone with an unearthly beauty.

3 In the following old person's recollections, articles are missing. Put in a / an and the as appropriate.

I remember in dim and distant past my children being obsessed by man called Bob Dylan. I have no idea if he's still alive, but impact he had in sixties and seventies was incredible. I remember one song called *Blowing in Wind*, my son – he's in his fifties now – sang it all day and all night, month in month out, for several years. And it was so silly: 'How many times must man look up before he can see sky?' I mean, question like that can't be taken seriously, can it? And 'How many times must white dove fly before it sleeps in sand?' And then answer to profound questions: 'Answer, my friend, is blowing in wind'. Generation after mine didn't know what life was all about, did they? We did, of course. *Very thought of you, Just way you look tonight, Night they invented champagne*. They were real songs. But what came next? 'How many years can mountain exist before it is washed to sea?' And there was whole generation singing along to song. Funny world we live in, I say it's funny world we live in.

4 Put a line through all the articles that are not wanted in these sentences.

- 1 Thank a goodness that she has escaped without a harm to a life or a limb.
- 2 In the times gone by, the marriage was often a matter of the luck.
- 3 It was a love at the first sight that brought the couple together.
- 4 A man has always struggled with the dichotomy of the security of the permanence and the quest for the change.
- 5 Being on a duty for seventy hours certainly gives you a taste of what the life as a doctor is like.

5 Fill each of the numbered blanks in the passage with one suitable word. CPE/CAE

One of the problems posed by the debate on global warming is the lack of detailed weather data before the second half of the nineteenth century. The main argument (1) the anti-pollution lobby is that (2) Earth's average temperature (3) risen by about half a degree since 1860 and the changes go hand in hand with the rise of greenhouse gases in the atmosphere. The fossil fuels lobby, on the other hand, say that (4) importance of greenhouse gases has been overrated and that the (5) was warming up anyway.

The question we have to answer, however, is what the Earth's climate would have been doing without (6) interference, and to answer that we need a (7) knowledge of what happened in the distant (8) For the last thousand years, we have (9) evidence of recorded history. While we cannot rely on weather observations – there (10) great doubt over whether early thermometers and other (11) were correct – there are plenty of other data that provide a picture of a changing (12) Tree rings, movement of glaciers, accounts of frozen (13) and pollen distribution (14) estimates to be made of average temperatures during certain (15)

SECTION 3

Classifying

1 WAYS OF REFERRING TO A GROUP

There are three ways of talking about the characteristics of a group or class of things:

Plural noun without an article

This is the most common way of referring generally to a whole group:

Seagulls are found close to the coast. (= seagulls generally)

Singular noun with a/an

We use a singular noun with *a / an* to give a definition, for example answering the question *What is...?*:

What's a seagull? A seagull is a large white and grey bird. (= all seagulls are...)

- We can't use a singular noun with *a / an* in phrases that refer to the whole group:
~~✗ A tiger is in danger of becoming extinct.~~
 ✓ *Tigers are in danger of becoming extinct.*
- The singular with *a / an* also loses its general meaning when it isn't the subject of the sentence. We use the plural (or *the...*, see below):
I've been studying a seagull. (= one particular bird)
I've been studying seagulls. (= seagulls as a group)

Singular noun with the

We use *the* in academic or formal language, mainly to describe typical characteristics. We always use a singular verb (compare Section 4.1):

The seagull is a scavenging bird.
I've been studying the seagull. (possible, but formal)

watch out!

We can't refer to a whole group in general by using a singular countable noun without an article:

- ~~✗ Seagull lives near the sea.~~
- ✓ *Seagulls live near the sea.*
- However, this is the only possibility with uncountable nouns:
Happiness is not an inevitable result of having money.

2 SPECIAL GROUPS

There are three groups of things that we commonly refer to as a general class with *the*:

Parts of the body

This happens especially when the noun is related to the object of the sentence (or the subject of passives), and especially in prepositional phrases:

The bird was shot in the wing.

She gave me a pat on the back.

When the noun is related to the subject of the sentence, possessives are more common:

That seagull had hurt its wing.

He's had a lot of trouble with his heart.

- Some of these are common phrases:
I looked him straight in the eye.
He's a pain in the neck.
I've got this annoying tune on the brain.

Musical instruments

We often refer to musical instruments generically with *the*:

The horn is one of the most difficult instruments to play.

- However, when we talk about bands, orchestras, recordings, etc. we can omit *the*:
I used to play trumpet in my school orchestra.
Does that recording have Clapton on guitar?

Scientific inventions

With some scientific inventions we use *the*:

It would be difficult to imagine life without the telephone / the computer / the radio / the mobile phone.

- However, we don't use *the* with all inventions:
It would be very difficult these days to live life without video / e-mail.

? check

In these sentences, delete *a / an* or *the* if they are not needed.

- 1 He gained his doctorate with a thesis on the seagull.
- 2 Some types of the seagull have red spots on the beak.
- 3 I've always wanted a seagull as a pet.
- 4 I used to play a piano in a jazz band.
- 5 A cor anglais is a sort of oboe.

Practice

1 Tick (✓) the underlined alternative that best fits the meaning of each sentence.

- 1 Accidents / The accident will happen, I'm afraid.
- 2 A tortoise is a / the sort of reptile.
- 3 My dog has hurt the / his leg.
- 4 Look me in the / my eye and tell me what you're saying is true.
- 5 A / The liver is used to help purify the blood.
- 6 Can't you think of anything else? You've got food on the / your brain.
- 7 Have you ever considered taking up a / the musical instrument?
- 8 What on earth is a / the zip drive?
- 9 I used to play a / the trumpet when I was younger.
- 10 Frank Whittle invented a / the jet engine.

2 Here are key words for seven quiz questions. Write out the questions in full, then see how many answers you can find.

*Example: What / call / mixture / beer / lemonade ?
What do you call a mixture of beer and lemonade?
(Shandy)*

- 1 What / name / cross / donkey / horse ?
- 2 What / proper name / 'funny bone' ?
- 3 What / another expression / 'put / foot / it' ?
- 4 What / call / young / of / kangaroo ?
- 5 What / ostrich / emu / in common ?
- 6 What / one word / 'pain / neck' ?
- 7 Where / human body / femur ?

3 Choose one of these nouns to complete each of the following sentences. (You will need to use one of the words twice.) Write *the* or a possessive before it.

Example: Their letting me go after ten years' service was a real kick in the teeth.

*back head stomach foot eye hair toes
throat (teeth)*

- 1 Now he's released from the responsibilities of the office, he can really let down.
- 2 The new male supervisor will really have to be on
- 3 A lot of young vandals who go looking for trouble are not right in
- 4 Can you do this calculation in ?
- 5 Wasn't it Goethe who said that a meal should please first and then ?
- 6 By having to go back on his tax pledges so soon, the Chancellor has shot himself in

- 7 He was obviously stabbed in by some of his so-called friends.
- 8 My intended apology stuck in as I saw him smirk.

4 Add *the* where necessary before the endings to make complete sentences.

- 1 Dimitri plays...
 - a bass guitar in a rock group.
 - b balalaika in his spare time.
 - c goalkeeper for his school team.
 - d fool in class.
 - e lead in his new film.
- 2 Life would seem strange now without...
 - a telephone.
 - b video.
 - c camera.
 - d cinema.
 - e e-mail.
 - f computer.
 - g satellite television.
 - h Internet.
 - i aeroplane.

5 Add *the* where necessary to these sentences.

- 1 I haven't got his address to hand.
- 2 A bird in hand is worth two in bush.
- 3 They lived from hand to mouth.
- 4 He gained upper hand.
- 5 They walked along hand in hand.
- 6 On other hand, perhaps he was right.

6 Underline and correct any errors in this extract from a composition. **CPE/CAE**

There has been no other animal so misunderstood and persecuted throughout time as wolf. The grey wolf, also called a timber wolf, is the largest of many wild species within a dog family, but with the exception of the red wolf of south eastern Texas, all living wolves are considered the single species. Wolves vary in size depending on their geographic location: the grey wolf can be up to two metres from nose to tip of tail. A den, or lair, of the wolf may be a cave, a hollow tree trunk, or a hole in the ground. The major prey for wolves are large mammals, including deer. Healthy wolves rarely, if ever, attack the humans, although the wolf is still cast as a blood-thirsty villain in folklore and children's stories.

SECTION 4

Adjectives and verbs as nouns

1 ADJECTIVES AS PERSONAL NOUNS

We can use *the* + adjective to refer to a group or class of people:

The unemployed are calling for more Government spending.

Other common examples include:

The wounded were taken to the nearest hospital.

I live next to a nursing home for *the very old*.

The young don't seem interested in politics these days.

He gave all his money to *the poor*.

Here are more examples:

the rich the penniless the dead the well educated

the famous the very healthy the chronically sick

the terminally ill

- We use the same pattern for most nationalities:
the Swiss the British the French the Japanese
- There are a few examples that can refer to one person, and we use a singular verb:
The accused is a young man with two previous convictions for robbery.
The deceased has left a very detailed will.

2 ADJECTIVES AS ABSTRACT NOUNS

There are a few adjectives we can use as abstract nouns:

Out with *the old*; in with *the new*!

I believe in *the supernatural*.

You're asking me to do *the impossible*.

This is *the ultimate* in chocolate cake.

Computer technology is moving into *the unknown*.

Of the two, *the former* is my preference.

In that case, *the latter* is fine for me.

- Some examples are common phrases:
into the open for the common good
out of the ordinary in the extreme on the loose
to the full
the good, the bad and the ugly (also a film title)
the survival of the fittest (= a saying)
Moving from the sublime to the ridiculous (= a saying)
The evil that men do lives after them;
The good is oft interred with their bones
(from *Julius Caesar*, Shakespeare)

3 GERUNDS

We can turn most verbs into nouns by adding *-ing*. We usually refer to these as 'gerunds' but also as '*-ing* forms'. They can be the subject or object of a sentence; we use a singular verb:

Spitting is a bad habit.

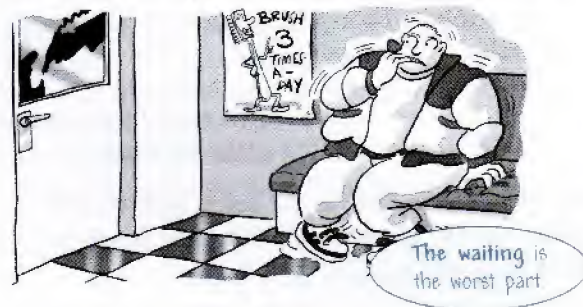
Another awful habit is *picking your nose*.

- As with other nouns, we can use *the* before gerunds:

The waiting is the worst part of a visit to the dentist.

It's all *the standing around* that I dislike.

The actual leaving is the worst part of a good holiday.



watch out!

- Adjectives as personal nouns use a plural verb. Adjectives as abstract nouns use a singular verb:
 ✗ *The rich doesn't understand our problems.*
 ✗ *The unknown are often very frightening.*
 ✓ *The rich don't understand our problems.*
 ✓ *The unknown is often very frightening.*
- We use *the* + gerund to refer to a specific activity, not a general activity:
 ✗ *I don't understand what people see in the swimming as a sport.*
 ✓ *The swimming is probably the hardest part of the triathlon event.*

? check

Underline the adjectives or verbs functioning as nouns in these sentences.

- 1 As a zoologist, he has always been interested in the unusual in the animal world.
- 2 I don't mind the airport – it's the flying that I hate.
- 3 Never speak ill of the dead.
- 4 As far as my musical tastes are concerned, I've always been attracted to the exotic.
- 5 Bernstein conducted both Mozart and Haydn but seemed to show a preference for the latter.

Practice

1 Tick (✓) the sentences which are acceptable. Correct the mistakes in any that are not.

- The sick and elderly were helped out of the building.
- A deceased has not been named until relatives have been informed.
- The extremely rich tends to live in one of the suburbs in the hills above the town.
- This new research is venturing into the unknown.
- You are asking me to do the impossible: I simply can't do them.
- I am asking you to resign for the good of the company.
- For a Hollywood film, it is definitely out of ordinary.
- The supernatural are something I've always been interested in.



2 Fill each of the numbered blanks in the passage with one suitable word.

Political correctness has made, and (1) to make, a significant impact on our language as we are all encouraged, for the common (2), to make increasing use of euphemistic paraphrase. We should turn our backs on expressions like 'the (3) and embrace (4) economically disadvantaged'. 'The (5) challenged' is recommended in place of 'the blind'; 'the chronically (6) of hearing' is suggested as a substitute for 'the (7)'. This is (8) very well and not asking the (9) of us. It is rather when the trend is taken to the (10) and 'the (11) find themselves referred to as 'the follically challenged' – and even short people as 'the (12) challenged' – that there is a risk of things getting out of (13) 'Out with the (14) and in with (15) new' may have its virtue as a saying, but so does 'Let sleeping dogs lie'.

3 Circle the word that best completes each sentence.

- He's a rumbustious character who always tries to live life to the
a full b extent c fun d end

- The escaped prisoner is still on the
a free b liberty c loose d open
- This computer game is really out of the
a normal b usual c average d ordinary
- I found his remarks offensive in the
a intense b most c extreme d whole
- This ward has been reserved for the ill.
a terminally b deeply c terribly d deathly

4 Cross out *the* in the following sentences when it cannot be used.

- The sending-off was the turning-point of the match.
- The lying around in the sun is many people's idea of the happiness.
- It's just the travelling that would put me off a job like that.
- The accused was finally convicted of the breaking and entering.
- I prefer the listening to opera to the watching it.
- It's not so much the washing of his shirts I mind, it's the ironing of them.

5 For each of the following sentences, write a new sentence as similar as possible in meaning to the original sentence, but using the word given. **CAE**

- You have to learn to accept the ups and downs of life.
rough
In life you smooth.
- Living away from home for a while will do him an enormous amount of good.
making
A spell him.
- This should be returned to the sender of this letter as soon as possible.
undersigned
Please delay.
- You should never make fun of people who have serious problems.
mock
It's wrong afflicted.
- Teams will not be allowed to broadcast their national anthems at this tournament.
playing
The banned.
- Pilots always have to be prepared to be surprised.
unexpected
Pilots have to times.

Vocabulary

SECTION 5

Singular, plural, uncountable: common phrases

1 COUNTABLE AND UNCOUNTABLE

In several common phrases, nouns that are commonly countable are used as uncountables, and vice versa:

- Countable nouns used uncountably:
We went **on foot**.
They're living from **hand to mouth**.
Is there **any point** in staying?
Have you **any idea** what you're saying?
Do you think he has **any intention** of paying?
- Uncountable nouns used as countable plurals:
He goes out in **all weathers**. **The rains** are early this year. Where did you go **on your travels**?

1 Which of these sentences use a (normally) countable noun uncountably. Which of them use a (normally) uncountable noun as a plural?

- a It's in your own interests to pay national insurance contributions.
- b Chances are we won't meet again.
- c Insurance salesmen want you to think they're all heart; they're not.
- d It's a question of mind over matter, isn't it?

2 SINGULAR AND PLURAL

Some nouns are commonly singular, but we use them as plurals in common phrases:

- with *the*:
I'm sorry, I'll have to report you to **the authorities**.
He looked at the mess and raised his eyes to **the heavens**.
- with possessives, such as *my*, *his*, etc.:
We'll need to keep a close eye on **their activities**.
What do you know about **his likes and dislikes**?
- without an article:
She puts on ridiculous **airs and graces**.
Do you need to claim travel **expenses**?

2 Which 3 sentences demonstrate point 2; which 3 don't?

- a He won against all the odds.
- b Let's get back to basics.
- c I'm going to see the sights.
- d I think she has designs on you.
- e I didn't want to hurt your feelings.
- f The stolen goods have been recovered.

Practice

1 Most of these nouns are normally uncountable (which one has no uncountable form?), but here they are used in a plural form. Put one in each of the sentences.

heavens hopes travels authorities weathers interests
conditions waters sands strengths odds powers

- 1 The shoplifter was arrested and handed over to the
- 2 He confided in me all his and fears.
- 3 The opened and we had to run for cover to avoid getting wet.
- 4 The that he had decided to ban the new-age travellers.
- 5 The oil rig was based in offshore
- 6 We shouldn't be expected to play in these
- 7 They keep moving the goalposts; I feel I'm on shifting
- 8 Come rain or shine, the old man still goes out fishing in all
- 9 I hear she's off on her again.
- 10 In the of the neighbours, could you please leave quietly.
- 11 What would you say are your and weaknesses?
- 12 The are against the climb being successful.



2 Most of these nouns are commonly used in the singular form (which one has no singular form?), but here they are plural. Put one in each of the sentences.

arms looks sights feelings expenses dislikes means purposes movements matters talks terms

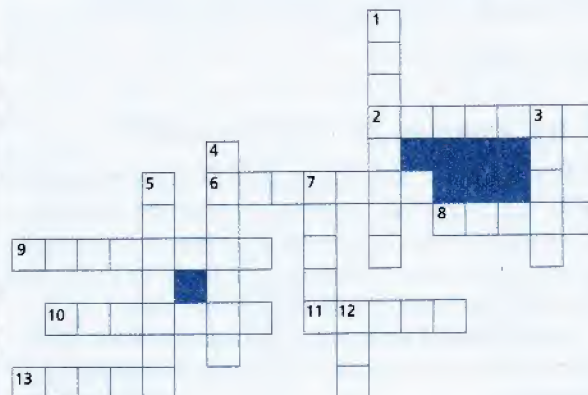
- 1 I'm not doing business on their
- 2 I'm looking forward to seeing the of Paris.
- 3 The peace have broken down again.
- 4 Do you need to claim for the trip?
- 5 He became ill and lost his boyish good
- 6 As far as food is concerned, do you have any particular likes or ?
- 7 They discussed a range of important
- 8 I still have for you, my dear.
- 9 What are your over the next few days?
- 10 Camels are the main of transport in the desert.
- 11 The right to bear is written into the US constitution.
- 12 To all intents and, that's as far as I'll go.

4 Think of one word only which can be used appropriately in all three sentences. There is an example (0).

CPE

- 0 The workers were up in about the proposed pay cuts.
I was welcomed back with open
They obviously aren't used to having their twisted like that.
arms
- 1 The are against winning the jackpot twice.
I've just got a few and ends to pick up from my old flat.
What he said yesterday was at with all his previous statements.
- 2 Which are the the tourist simply mustn't miss?
You should always set your as high as you possibly can.
They may have to lower their somewhat in the light of the competition.
- 3 So much for all our good !
What are your concerning my daughter, young man?
I'm sure he intervened with the best
- 4 They bought the properties with an to making a quick profit.
Keep a careful on your bag in crowded places.
The police decided to turn a blind
- 5 The biggest union is calling for strike
Nearly 50,000 were killed in
Your prompt probably saved my life.

3 Find the word missing in each of the 'clues' and complete the crossword.



Across

- 2 The constant and goings next door never cease to amaze me.
- 6 I have no wish to make with anyone, least of all you.
- 8 I was absolutely lost for
- 9 What shall we spend our on?
- 10 My former colleagues have all gone off to the four of the earth.
- 11 I'm not going to take ; you two sort it out between you.
- 13 Players take to lay their cards face-down on the table.

Down

- 1 What are they going to do with the of the sale?
- 3 I refused to compensate him for the damaged
- 4 Stop playing silly and concentrate on your work.
- 5 I do hope we can stay despite what's happened.
- 7 I mean to succeed by fair or foul.
- 12 The police are just beginning to appreciate the and outs of the case.

SECTION 6

Phrasal verbs: meaning of the particles

1 THE MEANING OF PHRASAL VERBS

When we put a verb with a particle to form a phrasal verb, the individual meanings of both the verb and the particle may change. For example, the standard meanings of *own* (= possess) and *up* (= in an upward direction) are changed in this phrasal verb:

Nobody owned up to taking the bag. (= admit guilt)
Very often, however, the verb keeps its standard meaning:

I completely messed up the interview. (= made a mess of)

2 THE MEANINGS OF PARTICLES

The particles also have a range of common meanings in phrasal verbs. Sometimes, the meaning of the particle is obvious:

In an upward direction: *I've dug up these potatoes.*

Position: *The next performer walked on.*

Sometimes, the meaning is less obvious. Some of the most common meanings are listed below. They should be understood very generally. More specific meanings will depend on the verb. There are also a few, highly idiomatic phrasal verbs where the particle does not fit into one of these meanings.

Up

Increasing, improving: *Speed up a bit!*

Things are looking up.

Not decreasing: *Try to keep up.*

Completing, finishing: *It's time to drink up.*
Can you add up the total?

Approaching, appearing: *A man came up to me.*

On

Attaching, holding: *Put it on the shelf.*

Continuing: *Keep on trying.*

1 Match the following examples with the meanings above.

- a Painting the walls yellow has brightened the place up a bit.
- b Look who's turned up.
- c Shut up!
- d What are you going on about?

Off

Departure, removal:

Clear off!

He killed off his rivals.

Separation, ending:

They fenced off the area.

She broke off the engagement.

Decreasing:

You should ease off a bit.

Completion:

He polished off the rest.

Out

Removing, excluding:

She was thrown out.

He missed out the best bit.

Into the open:

They searched out the

culprit.

Spit it out!

Producing:

They churned out rubbish.

Completely, to the end:

Let's stick it out to the end.

2 Match the following examples with the meanings above.

- a They've bricked off the entrance.
- b The minister has been pensioned off.
- c They've carried out a number of repairs to the car.
- d They held out for a 4% pay rise.

Down

Decreasing, reducing:

Turn that noise down!

That narrows the choice down.

Completely, ending:

The shop has shut down.

Away

Removal, disposal:

Pack that away.

It was blown away.

Without stopping:

They talked away for hours.

3 Match the following examples with the meanings above.

- a Wait till it cools down before you touch it.
- b Can you tidy your books away?
- c They worked away at the problem for weeks.

Back

Returning:

Give that back!

Not forward:

He hung back a bit.

In the past:

Think back a few years.

Over

To a place:

Go over to see him.

Exchange:

Hand it over.

Thinking/talking about something:

Mull it over for a while.

Finished:

This row will soon blow over.

About/Around

Moving aimlessly:

Lazing about in the sun.

Stop playing around.

Happen/take action:

How did it come about?

4 Match the following examples with the meanings above.

- a That brings back memories.
- b Take some time to think it over.
- c They set about changing the whole system.

Practice

Complete each group of three sentences with one particle.

Example: a I really don't know what you're going about.

- b Let's push : we're starting to fall behind.
- c Everyone was cheering him

or

- 1 a Some of the runners started to fall as the pace quickened.
- b Can you phone me this morning?
- c Cast your minds to this morning.
- 2 a I'm a bit tied at the moment. Can I call you later?
- b They split after ten years of marriage.
- c A car pulled outside the building.
- 3 a The business has to branch into new areas.
- b He kept trotting the same old excuses.
- c The minister was voted at the election.
- 4 a He was due to appear but cried at the last minute.
- b The protesters were aiming for the town centre but police managed to head them
- c The match was rained
- 5 a We've been waiting for ages with nothing to do.
- b How do you go persuading someone as obstinate as her?
- c Stop standing and get on with it.
- 6 a This constant noise really wears you after a while.
- b It seems that the choices boil to just two possibilities.
- c It's time the police started to crack on this sort of behaviour.
- 7 a They pored the map, trying to find the best route.
- b I'm just going to nip to Jan's to see how he is.
- c Isn't it time we swapped ?
- 8 a Let's move to the next item on the agenda.
- b It's hard work but we'll soldier
- c I wouldn't wish that my worst enemy.

Many phrasal verbs of similar meaning use the same particle. Find the group of two verbs (b–k) that could replace the verb in *italics* in the sentences 1–10 without changing the particle. You will need to put the verbs in a suitable form.

Example: I don't understand what you're going on about. *a rabbiting / droning*

- | | | |
|------------------|-----------------|---------------|
| (a rabbit drone) | b match measure | c cough stump |
| d level fall | e fade ebb | f howl hoot |
| g lounge stand | h shovel wolf | i chew mull |
| j hold fight | k beaver slog | |

- 1 Sales have *eased* off slightly in the last few months.
- 2 Any attempt at reasoned explanation was simply *shouted* down by the mob.
- 3 The cup final certainly *lived* up to expectations.
- 4 It was a huge plateful but William *ate* it all up.
- 5 He'll complain, but he usually *pays* up in the end.
- 6 The sound of the party *died* away as we drove off.
- 7 She *choked* back her tears as she waved goodbye.
- 8 I'm fed up *hanging* around here with nothing to do.
- 9 She spent ages *pondering* over her next step.
- 10 He kept *working* away at the problem all evening.

Read the text below and decide which word (a, b, c or d) best fits each gap.

CPE

One doesn't have to (1) back too far to a time when anyone who wanted to get (2) from it all could disappear into the wilderness to seek their fortune. These days, jet travel has shrunk the world, the remaining wildernesses are fast (3) away, and anyone searching for a fortune sets (4) to enter Business School. But sometimes you can feel it all (5) down on you and you know you have to escape and see the world. You wake up in the morning, you get up and have breakfast if you can afford it, and head (6) for who knows where. And the only thing you know for sure is that you don't know where you'll be that night.

- | | | | |
|--------------|-------------|-----------|------------|
| 1 a drop | b think | c get | d stick |
| 2 a out | b off | c away | d down |
| 3 a slipping | b stripping | c stowing | d sweeping |
| 4 a about | b down | c up | d out |
| 5 a bearing | b boiling | c batten | d break |
| 6 a up | b towards | c back | d off |



Exam practice 8

1 In most lines of the following text, there is one unnecessary word. It is either grammatically incorrect or does not fit in with the sense of the text. For each numbered line 1–14, write the unnecessary word in the space shown. Some lines are correct. Indicate these lines with a tick (✓). The exercise begins with two examples.

- 0 Beliefs which go back deep into the time lie behind many of our present-day the...
 00 attitudes to birds. People have often regarded birds as having close ✓
 1 affinities with mankind because, like the humans, birds go on two legs, sing,
 2 show off and construct homes. Dances from many different cultures are
 3 copied from the courting displays of birds. Some birds were thought to warn
 4 of disaster or foretell a good fortune, according to the circumstances
 5 in which they were sighted. In the parts of Scotland, it is still lucky
 6 to hear of the cuckoo while you are out walking, but not before you have
 7 eaten a breakfast. The Welsh used to believe that you would flourish
 8 if you were standing on a grass or green leaves when the bird sang, but if
 9 you were on barren ground you would not live up to hear its call another
 10 year. Children in many parts of Britain still believe that it is unlucky
 11 to see off a single crow or magpie, but lucky to see two. Birds were also
 12 involved in medicine: the ancient Greeks and Romans for example believed in
 13 that the way to cure blindness was to eat the heart of a raven or owl
 14 or eagle – all the birds well known for their keen eyesight.

2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

Example:

Once the reasons for his resignation are public knowledge, we'll be able to judge for ourselves.

open

Once the reasons *for his resignation are out in the open*, we'll be able to judge for ourselves.

- 15 I think it would be best for you in the long run to negotiate a lower price.

interests

I think it would be in the long run to negotiate a lower price.

- 16 I think Simon is planning to take over the business when John retires.

designs

I think the business when John retires.

- 17 Most people travel by boat in Venice.

means

Boats in Venice.

- 18 I really think my son is going to be a hugely successful businessman.

hopes

I becoming a hugely successful businessman.

- 19 You can't expect everything to run on an even keel all the time.

smooth

You have to learn sometimes.



3 Fill each of the numbered blanks with **one** suitable word.

The grizzly bear, symbol of North America's wilderness, is under severe threat in one of (20) heartland habitats. (21) grizzly is (22) subspecies of the brown bear, but is bigger, stronger and fiercer. A grizzly, for example, can kill (23) deer with one blow of (24) paw. This animal is now concentrated (25) Alaska and western Canada where it is being (26) in a way that threatens to (27) it out entirely, according to (28) Environmental Investigation Agency. They say the British Columbia Government looks (29) grizzlies as a legitimate hunting quarry, despite their not having a (30) knowledge (31) how many there are in the province. This may be folly in the (32) as there is a danger that (33) species may be dying (34) faster than it can reproduce.

4 In the following questions, think of **one** word only which can be used appropriately in all three sentences.

Example:

With this new government, there are signs that the economy is starting to up.

I went to over my friend's new house last night.

My advice is never back: just think about the future.

look

35 It was an excellent plan but I don't think it really off in the end.

The students up with a number of interesting questions after the lecture.

When the truth about the scandal eventually out, nobody could believe it.

36 I wonder who it was who the story about that John was resigning.

Their constant chatter about their medical histories rather me off my lunch.

Don't forget to the clocks back by an hour this evening.

37 The teacher back the work to her students.

It was a large family and clothes were down from one child to the next.

At the end of his final week, he over his responsibilities to his successor.

38 They often have blazing rows but they soon over.

These photographs are too small: why don't you them up a bit?

We'll just have to stay inside and wait for the storm to itself out.

39 They argued for hours about the exact of the agreement.

I find summer the longest because of all the exams.

It took him a long time to come to with the fact that he didn't get the job.

40 You know what they say: still run deep.

The boat ran aground in the shallow of the bay.

My father says he his vegetable garden twice a day in the summer.

TOTAL SCORE

Determiners and pronouns

Entry test

- 1 Fill each of the numbered blanks with one suitable word.

(1) two chefs agree on the definitive recipe for paella, though (2) without exception agree it contains rice. Although originating in Spain, it has spread throughout the (3) world and all (4) have tasted it say it is a dish for special occasions.

SCORE

FOR ALL, BOTH, THE WHOLE, NEITHER, EITHER, NO, NONE, SEE SECTION 1.

- 2 Fill each of the blanks with a suitable word or phrase.

EXAMPLE: I admired my university tutor and listened attentively to *his every* word.

- a I think your cakes are every as those you buy in the shops.
- b I bought a kilo of apples and each and of them was bad.
- c My wife does most of the cooking but I like to do some every a while.
- d I think you have every to get angry about that letter.

SCORE

FOR EACH AND EVERY, SEE SECTION 2.

- 3 Fill each of the numbered blanks with one suitable word.

The front door bell rang the (1) day and I opened it to discover it was (2) other than my Aunt Polly, whom I hadn't seen for ages. She said (3) or other about finding herself unexpectedly in the neighbourhood and we spent the next couple of hours bringing (4) another up to date on family news.

SCORE

FOR ONE(S), ANOTHER, OTHER(S), ONE ANOTHER, EACH OTHER, SEE SECTION 3.

- 4 Fill each of the numbered blanks with one suitable word.

Many (1) time I have thought about going to live abroad. Only a very (2) people ever get the chance to do this as (3) of us think we are being adventurous if we move to another town. My father spent a (4) few years in Germany and never regretted it.

SCORE

FOR QUANTIFIERS MUCH, MANY, A LOT OF, (A) FEW, (A) LITTLE, MOST, SEE SECTION 4.

- 5 Fill each of the blanks with a suitable word or phrase.

EXAMPLE: You couldn't lend us \$50 *by any* chance, could you?

- a These negotiations don't anywhere at the moment.
- b My family is not means a rich one.
- c My mother was talking man or other about the weather.
- d Their train should be moment now.

SCORE

FOR ANY, SOME, SOMEWHERE, ANYWHERE, ETC., SEE SECTION 5.

TOTAL SCORE

THE BASICS

1 DETERMINERS

Determiners are used before nouns and noun phrases. They consist of words like:

articles: *a/an, the* (see Unit 8)

possessives: *my, your, its, whose*, etc.

demonstratives: *this, that, these, such*, etc. (see Unit 10.4)

quantifiers: *all, same, both, few, neither*, etc.

(see Unit 9):

*Have you got **some** money?*

***Both** candidates were underqualified for the job.*

***Most** homes have a washing machine.*

*Have you seen my **other** glove?*

*I see **no** objection to doing it.*

2 USING MORE THAN ONE DETERMINER

We can sometimes use more than one determiner before a noun:

*No **other** book gives quite so much detail.*

*They kept checking on us **every** **few** hours.*

*I'd like **another** **five** minutes, if you don't mind.*

- Many combinations of determiners are not possible because they contradict or repeat each other:

~~✗ I'd like **another one** ice-cream, please.~~

~~I like **some most** types of music.~~

✓ I'd like **another** ice-cream, please. or: I'd like **another one**, please.

I like **most** types of music.

3 SINGULAR, PLURAL, UNCOUNTABLE

We use some determiners before singular nouns, e.g. *neither, either, each, every, one, another*, etc:

***Neither** type is particularly nice.*

- others before plural nouns, e.g. *all, both, other, some*, etc:

***Both** children are at school now.*

- others before uncountable nouns, e.g. *all, a lot of, a little, most, some*, etc:

***All** chocolate tastes the same to me.*

- We can use some determiners before more than one type of noun, e.g. *all, some, no*, etc:
*I dislike almost **all** green vegetables.* (= plural noun)
***All** work and no play makes Jack a dull boy.*
(= uncountable noun)
***Some** wines are best drunk young.* (= plural noun)
*There seems to be **some** doubt about it.*
(= uncountable noun)

4 PRONOUNS

We use pronouns:

- on their own instead of a noun:
*Which **one** do you want? **Either** is fine by me.*
- with *of* before another pronoun:
*They ate nearly **all** of it.*
- with *of* before *the, this, those*, etc. + noun:
*They haven't looked at **any** of the alternatives.*

5 PRONOUN OR DETERMINER?

We use most demonstratives and quantifiers as either pronouns or determiners:

*Would you like **another** coffee?* (= determiner)

*Actually, I don't feel like **another**.* (= pronoun)

- No* and *every* are determiners, never pronouns.
- None* and *somebody, everyone, nowhere, anywhere*, etc. are pronouns, never determiners.
- Most quantifying determiners can be used as pronouns with *of*: *I remember **most** of the story.*
However there are some variations:
✓ I like **both** (the) films. or: I like **both** of the films.
✗ I don't like **either** the films.
✓ I don't like **either** of the films. or: I don't like **either** film.

6 COMMON PHRASES

We use many determiners and pronouns in common phrases:

*We've been working on this **all** day.*

*They were late, **each** and **every** one of them.*

***All** hell broke loose when the news first came out.*

*Go **the** whole hog.*

*There's **little** point in carrying on with this.*

*That won't do you **much** good.*

*In **the** middle of nowhere.*

SECTION I

All, both, the whole, neither, either, no, none

1 ALL AND BOTH

We can use *all* and *both* as determiners and pronouns in the following ways:

It all tastes the same to me. They ate almost all of it. All of the chocolate in this country tastes the same. Have you been eating chocolate all this time? Virtually all chocolate tastes the same. All children love chocolate. Both types are disgusting. Both you and I are agreed on that. Have you eaten both those pieces? Have you eaten both of those pieces? Both of them taste the same to me. They both look a bit strange.

watch out!

- Although *both* can be a pronoun used on its own, e.g. *Both taste the same to me*, we rarely use *all* as a pronoun on its own, except when it is followed by a relative clause:
~~✗ Give me all.~~
 ✓ Give me *everything*. or: Give me *all / everything* you've got.
- We don't commonly use the phrases *all the day* or *all the people* without a qualifying clause:
~~✗ We worked all the day. I talked to all the people.~~
 ✓ We worked *all day*. I talked to *everyone*.

2 THE WHOLE

With singular countable nouns, especially with places, we often use *the whole* instead of *all the...*:

- ~~✗ All the town was shocked by her death.~~
 ✓ The whole town was shocked by her death.
- We must use *of* with proper names and words like *the, this, these, those*, etc:
I've travelled around the whole of France.
I was off sick for the whole of the week.

3 NEITHER AND EITHER

We use *either* and *neither* to talk about two things. They can be pronouns and determiners:

Neither type is particularly nice. (= formal) *Either type is fine by me.* (= one or the other, it doesn't matter which) *I like neither type.* (= formal)

I don't like either type. (= less formal) *Neither you nor I like them. Either you or I will have to go. Neither of the others liked them, either. I don't think either of these types is / are edible. To be honest, I like neither. I'm not particularly fond of either.*

- After *neither* and *either* a singular verb is usual, but plural verbs are often used in spoken English:
Neither of them is / are particularly nice.
Either is / are fine by me.
- The prepositional phrases *on either side*, *at either end*, mean 'on both sides', 'at both ends':
There are shops at either end of the street.

4 NO AND NONE

None is a pronoun. *No* is a determiner used before singular, plural and uncountable nouns:

None of us could agree. Practically none of this stuff is as bad as you say. Bad chocolate is better than none. Bad chocolate is better than no chocolate. No piece I tasted was particularly good. No two bars were alike.

- In formal English, we can use a singular verb after *none*. However, a plural verb is common:
None of the people I work with likes chocolate at all. (= formal)
None of these brands taste the same.

5 COMMON PHRASES

Tell me all about it. They left me all alone. That's all: there's nothing else to add. All too often a sunny day ends in rain. He could be listening outside for all I know. She's no friend of mine. There's no reason why you shouldn't pass. It's none of your business. It was none other than George at the door. 'Haven't you got any?' 'None whatsoever / at all.' Her leadership qualities are second to none. On the whole, you're probably right. I'm afraid your excuses are neither here nor there. The toddler can dress all by herself.

? check

Underline the correct verb form in these sentences. In some sentences, both may be correct.

- 1 All the players are good but none is / are as good as Giggs.
- 2 No animals have / has been mistreated in the making of this film.
- 3 Monday or Tuesday. Both are / is convenient for me.
- 4 Thursday or Friday. Either of them are / is fine.
- 5 All I've brought is / are over there.

Practice

1 Correct the following sentences.

Example: Guess who took my chocolate? No other (None other) than Dimitra.

- 1 All of chocolate comes from cocoa beans.
- 2 Both of ordinary and white chocolate are made from cocoa butter.
- 3 There are very few people who like neither them.
- 4 I have no particular preference: I'll eat the either.
- 5 Yesterday, in fact, I ate all a 400g bar.
- 6 My friends bet me I couldn't eat it whole.
- 7 No one of them believed I could do it and not be sick.
- 8 All the people love chocolate.
- 9 Chocolate is eaten all over the whole America.
- 10 For everything we know, chocolate may be the elixir of life.

2 Fill each of the numbered blanks with one of the words listed.

all whole none no both neither either

Life has slowly changed for the (1) of our family. We were (2) very close once, my wife and I and our two daughters. Aged twelve and eleven, they were (3) angels, keen, enthusiastic, communicative, (4) of them, nearly (5) the time. When we meet up nowadays (6) of us feels that comfortable. Oh yes, there are a few moments when we (7) hug and ask each other for an update. Then when we (8) sit down to either lunch or dinner – (9) of my daughters seems very keen to eat at the same time as us anyway – (10) of us seems to have that much to say. (11) my daughters resent questions about their activities and I can't ask (12) of them about their current boyfriends without (13) of them ganging up on me and telling me to be quiet. On the (14), I find eating while watching a soap with them the best way out. (15) of the girls seems at all interested in what (16) my wife or I are doing. (17) I can say is that life was much easier and more comfortable when (18) of them could utter anything more than 'goo-goo' and 'da-da' and (19) my wife and I could settle down for a meal without feeling strangers in our own home. I suppose that time and tide wait for (20) man.

3 In most pairs of lines there is one unnecessary word. For each pair of numbered lines (1–16), write the unnecessary word in the space. Indicate correct pairs with a tick (✓). The exercise begins with two examples.

CAE

- 0 If I say 'I always tell lies', am I telling the truth?
This is known ✓
- 00 as the Liar's Paradox. It has been around
for all millennia and is all
- 1 usually attributed to Epimenides the
Cretan who said 'All of Cretans are liars'.
- 2 Logicians call this a circular argument or
problem to which there is no the
- 3 solution. The quick answer is that while
either the question is valid from a
- 4 grammatical viewpoint, from both a
logical point of view it is contrived
- 5 contradictory nonsense, though this
didn't stop the philosopher Bertrand
- 6 Russell spending two whole of summers
trying to solve the contradiction.
- 7 The theological answer is that the human
race is made up of all three
- 8 types of people: neither saints who always
tell the truth, devils who always tell
- 9 lies and sinners who sometimes tell either
the truth and sometimes tell
- 10 lies. Logically a saint cannot say 'I always
tell lies' since this would be
- 11 a lie. A devil cannot logically say 'I always
tell lies' since all this would be
- 12 the truth. Only a sinner can logically say
'I always tell lies', and this would
- 13 be a lie. It is essentially both the same as
the dilemma faced by the barber
- 14 who shaves all the men who don't shave
themselves. The whole question is: who
- 15 shaves the barber? Clearly he cannot shave
himself because he only shaves
- 16 those who don't shave themselves. However,
neither he cannot remain unshaven as he
would then have to shave himself.

SECTION 2

Each and every

Each can be a determiner and a pronoun. *Every* is only a determiner.

1 DIFFERENCES IN MEANING

Each and *every* are similar in meaning and in some contexts both are possible:

Every / Each person in the group was fit and healthy.

- We use *each* when we are thinking of all the separate individuals in the group:
Each person chose a different route to the beach.
- *Every* refers more to the group as a whole (it is closer in meaning to *all*):
Every route was of about the same length.
- We use *each* to talk about two or more things, but we can only use *every* for more than two:
Two routes, each one avoiding steep hills, looked particularly attractive.

2 DIFFERENCES IN USE

Every

We use *every*:

- after a possessive:
I listened to his every word.
They followed my every move.
- with some abstract nouns to emphasise that something is correct or necessary:
You had every right to say that.
I had every reason to be fed up.
- with plural nouns in phrases of frequency:
We go to the seaside every few weeks.
- with adverbs like *almost*, *nearly*, *just about*, *practically* and the negative *not*:
Practically every route was over two miles.
Not every delegate would agree with that.

Each

We use *each* as a pronoun:

- with *of* + noun:
Each of them took far longer than expected.
Each of the walkers was well over sixty.
- on its own:
There were six people in the group, and each was determined to win the race. (each one or each of them is more common)

- after nouns and pronouns for emphasis. If there are also auxiliary verbs, *each* comes after the first:
John and Angela each had their own supply of biscuits.
They have each taken a map with them.
They have each been asked to make a contribution.

3 SINGULAR OR PLURAL?

We use *each* and *every* as determiners with a singular noun and a singular verb:

Every / Each walker knows the area well.

However, we commonly use a plural pronoun to refer back:

Every person I asked says that they are going to enjoy the walk.

- In formal English, after *each*, *he / she* is considered more correct than *they*, although *they* is common:
Each person claimed he / she / they would get to the beach first.

4 COMMON PHRASES

They were all late, each and every one of them.

It rains every single time I go to France.

Luckily, I only go there every now and then / every so often / every once in a while.

On the other hand, I go to Belgium practically every other week.

Brussels is every bit as romantic as Paris.

They drank every last bottle in the cellar.

? check

Decide whether *each*, *every* or both are acceptable in these sentences.

- 1 You have *each / every* right not to sign the contract.
- 2 *Each / Every* of them gave their opinion in turn.
- 3 *Each / Every* time I hear that music, it reminds me of you.
- 4 I can read your *every / each* thought.
- 5 I like *every / each* one of them.

Practice

1 In some of the following sentences *each* and *every* are possible; in others we can use only one of them. Cross out any words we cannot use.

- 1 You will *each* / *every* receive a name badge on arrival.
- 2 Not *every* / *each* participant will necessarily be interested in *each* / *every* seminar.
- 3 Nearly *every* / *each* time I see her, she's wearing that blue and yellow floral dress.
- 4 You can record *each* / *every* event that takes place in this little book.
- 5 *Each* / *Every* of these containers contains something, but not *every* / *each* one has something valuable in it.
- 6 You have *every* / *each* right to be dissatisfied with *every* / *each* member of your team.
- 7 If you don't listen carefully to his *every* / *each* word, he'll twist you around his little finger.
- 8 As *every* / *each* day passes, the situation seems to grow worse.

2 Fill each of the blanks with one suitable word.

Example: He's late *practically* every time we go out.

- 1 I don't go out evening. Every evening perhaps.
- 2 He bought a present for of the children.
- 3 Every culture its own different customs and traditions.
- 4 Every so my sister calls from Australia.
- 5 He bought an enormous cake and ate last crumb.
- 6 In fact he had three different kinds of cake, two of
- 7 He gave us one slice and kept the rest for himself.
- 8 He had intention of going to the party but in the end just fell asleep.
- 9 He is every as good as you.
- 10 I like going to the cinema every and then.

3 Would you choose *each* or *every* if you were writing a song? Here are some lyrics to complete.

- 1 of us was mischievous.
- 2 I say 'Please stay' to you – single day, I do.
- 3 We were out of reach.
- 4 few years I remember your tears.
- 5 once in a while I remember your smile.
- 6 time I ever need a dime ...

4 Fill each of the numbered blanks with one of the words listed.

each every all whole none no

I was telling you about my family, wasn't I? It seems that not (1) family is having the same problems. Since last week, I have spoken to nearly (2) my colleagues and (3) other one says that (4) is sweetness and light in their family. (5) of them – the (6) family – sit down and (7) of them takes turns to say something about what they're doing or have been doing and nearly (8) other member of the family hangs on their (9) word. There's (10) aggression; (11) of the others shows anything but total interest in the others' (12) story. (13) of them takes his or her turn and (14) of them listen – (15) of them resents it. (16) I can say is, they're lucky. Almost (17) meal we have together is spoilt because there's (18) contact with anyone else and (19) of us remains a little island. (20) wonder my daughters don't come and visit very often.

5 Fill each of the numbered blanks in the passage with one suitable word. **CPE/CAE**

Some famous places are disappointing: dirty, cramped and a bit of a cliché. But there are others which, even though you've seen (1) television programme ever made about them, are every (2) as wonderful (3) you'd imagined. The Grand Canyon is (4) of these and so, despite being next door to a main road, is Stonehenge. Another (5) Venice which, in its entirety, remains a great work of art, (6) decaying aspect revealing an unexpected glimpse of water or startling architecture, (7) individual building or piazza displaying (8) exquisite sense of proportion. I return to Venice every (9) often in the course of my work and on each (10) these occasions I have found something new to marvel at. Alarm cries about how long this can last are sounded (11) now and then (12) time the water levels rise. But the fact that this city is sinking into the sea seems to add to its romantic atmosphere. Far (13) serious is the depopulation, for it seems that (14) about every week another family leaves. Since 1945 more than half the population of Venice has moved to the mainland. The rich own the great palazzos along the Grand Canal and visit every once in a (15), but leave the windows dark for the rest of the time. Mass tourism threatens the very structure of the city. It is a sad victim of its own success.

SECTION 3

One(s), another, other(s), one another, each other

1 ONE/ONES AND ANOTHER

We use *one / ones* to replace a countable noun:

*They're all nice but I really like the red **one**.*

*What about the green **ones**?*

- Compare the different uses of *one / ones* and *another* as determiners and pronouns:
*That's an interesting **one**. Have you got **another**?*
***One** day, you'll see I was right. We'll have to leave this for **another** day. Would you like **another** drink?*
***One** of the buttons is missing. Is this **another** of those computer games? **One** of us is going to have to go.*
- We use *one of the...* with a singular verb:
***One of the many / main / countless** reasons I resigned is that I can't stand the boss.*
*This is **one of the few** letters we received about him.*
***One of the other** players is going to have to play in goal.*
- Sometimes *another* means 'the same again' and sometimes it means 'a different one':
*That piece of cake was good. I'll get you **another**.*
*This shop is no good – let's try **another**.*
- We often use *another* with *few* or numbers + plural noun:
*I need **another few** minutes.*
*You owe me **another ten** pounds.*

watch out!

Apart from plural phrases with *few* or numbers, e.g. *another few minutes*, we use *another* only before a singular noun. With plural nouns, we use *other*, or *some more* or *any more*:

✗ *Are there **another trains** coming soon?*

✓ *Are there **other trains** coming soon? or: Is there **another train** coming soon?*

2 OTHER AND OTHERS

Other is usually a determiner:

***Other** people may come later.*

*I've got most of the **other** information already.*

- We can also use *other* as a pronoun with *the*:
*I've got **one of the floppy** disks. Have you got **the other**?*

Others is only a pronoun:

*It's his best book, though he wrote many **others**.*

*This computer's crashed. Use **one of the others**.*

- *Others* sometimes means 'people':
*Go and tell **the others** to hurry up.*

3 ONE ANOTHER AND EACH OTHER

We use *one another* and *each other* as objects of verbs.

They mean the same thing:

*They all tried to help **each other / one another**.*

4 SECOND ITEM OF A PAIR

Other(s) and *another* often occur as the second item in sentences that have two elements:

***Some** people like the red ones but **others** prefer the green.*

***One** man's meat is **another** man's poison. (proverb)*

***Each** member of the coach trip got on well with **the others**.*

***On the one hand** I appreciate what you're doing but **on the other** I wish you wouldn't interfere so much.*

5 COMMON PHRASES

*I met Larry **the other day**. (= a few days ago)*

***One of these days** you're going to get a nasty surprise. (= One day in the future...)*

*I was talking to **none other than** the Prime Minister yesterday. (= no less a person than ...)*

*They arrived **one after another / one after the other**. (= in quick succession)*

*They arrived **one by one**. (= not all together)*

*We were talking about **something or other**. (= I can't remember exactly what)*

? check

Some of the words and phrases in this section are used as pronouns, some as determiners, and two as both. Tick (✓) the acceptable sentences.

Determiner	Pronoun
1 Go and tell the others children.	Go and tell the others.
2 Let's look at the other one.	Let's look at the other.
3 We must talk to each other people.	We must talk to each other.
4 There's only room for one person.	There's only room for one.
5 Are there another buses?	Here comes another.

Practice

1 Underline the best alternatives.

- 1 These trousers are better than the other *one / ones*.
- 2 I don't like them. Let's see if they have *another / the other* more fashionable pair.
- 3 Well, hurry up – *the others / another* are waiting.
- 4 I suppose one pair is as good as *another / one*.
- 5 You've tried on so many, one after the *other / others*.
- 6 Can I try just *one / another* more pair?
- 7 OK, but let's stop arguing with *each / one* another.
- 8 Give me *another / the other* few minutes.

2 Fill each of the gaps with *other*, *another*, *others* or *other's*.

Left-handedness is a fascinating phenomenon, unless you are trying to undo a knot that a left-handed person has tied the (1) way round. It is surprising that left-handers have not protested more about how the physical world has been constructed around the '2) lot'. Though the days have gone when children were forced to change to the (3) way, we still don't make enough concessions. Surely lefties should be encouraged to greet one (4) by shaking the (5) left hand. Why don't they always stick out their left hand anyway and surprise all us (6) once in a while? I've seen some lefties writing like crabs and producing handwriting from (7) planet and I've seen (8) who produce better writing than any (9) person I know. And (10) thing: why don't left-handed waiters tease us by laying the table 'back to front'? They've as much right as the right-handers.

3 Fill each of the numbered blanks with one suitable word.

Raising (1) child at a time is hard enough; parents of twins have an even more difficult job. It is important that they don't become so bonded that (2) becomes merely a missing part of (3) other. Parents have to help their children grow up together, but realising that they are individuals first and twins second. The sibling rivalry may be avoided by encouraging them to develop different interests from one (4) to help to preserve their identities. But the special intimacy that twins share can lead to problems. As they grow older they may find it hard to develop close relationships with

(5) because they think no person will ever know them as well as their twin. They think like (6) other and do the same things, marry similar partners and live in virtually identical houses. In one study, a twin declared that losing the (7) would be like losing a part of her own body. In (8), a pair separated at birth and brought up in different towns, unaware of (9) another's existence, moved into houses in Florida with their families, only to discover that the person next door was (10) other than their twin.



4 In most pairs of lines there is one unnecessary word. For each pair of numbered lines (1–12), write the unnecessary word in the space. Indicate correct pairs with a tick (✓). The exercise begins with two examples.

CAE

- | | | |
|----|--|-------------|
| 0 | The intimacy between each twins can sometimes be destructive. Psychologists | <i>each</i> |
| 00 | are trying to find out where closeness ends and pathology begins. From the | ✓ |
| 1 | time June and Jennifer Gibbons could speak, they seldom did – except for one | ..... |
| 2 | rare simple sentences to adults and some words to the other children. Eventually | ..... |
| 3 | they spoke only with the one another and around their home town in Wales they | ..... |
| 4 | became known as the other Silent Twins, developing a private language | ..... |
| 5 | that no another one else could understand. Jennifer was so jealous of June, | ..... |
| 6 | whom she thought prettier one and more loved by their parents, that she forced | ..... |
| 7 | her into a childhood vow of silence. The one acquaintance said that Jennifer | ..... |
| 8 | seemed to have 'possessed' her sister: with eye signals, she told June when | ..... |
| 9 | to talk, how to move, what to do. Each one monitored of the other so that | ..... |
| 10 | they could act in perfect unison. They even fell off horses at the same time. | ..... |
| 11 | Once Jennifer intoned to her other sister, 'You are Jennifer. You are me.' An | ..... |
| 12 | agonised June screamed back, 'I am June! I am June!' | ..... |

SECTION 4

Quantifiers: *much*, *many*, *a lot of*, *(a) few*, *(a) little*, *most*

These quantifiers act in a similar way. However, there are a number of individual peculiarities.

1 ARTICLE PROBLEMS

We can use *much of* / *most of* / *a lot of* / *little of* + proper nouns without *the*:

I haven't seen a lot of Sarah lately.

I don't think much of London.

- With common nouns we use *of* with *the*, *my*, *your*, etc., and *this*, *that*, etc:

Much of my time is spent driving between jobs.

Far too much of the north is underdeveloped.

- With *few* after *very* and *quite*, we use *a* / *an* in different positions:

Quite a few people have complained about his behaviour. A very few people have voiced their support for him. (Very few... is more usual)

- When we don't use *a* / *an*, *few* and *little* have negative connotations:

A few people came. (= at least some people)

Few people came. (= not enough)

There's a little time left. (= perhaps enough)

There's little time left. (= probably not enough)

watch out!

Most is a determiner and a pronoun. We use *the most* when we make a comparison, and *most* to talk about quantity:

~~✗ The most people liked his music.~~

✓ *Most people liked his music.*

The most popular music to relax to is classical.

- Sometimes the distinction can be very small:

The third storm caused (the) most damage.

- We use *most* as an intensifier meaning 'very':

You're most kind. That's most interesting.

2 USES IN POSITIVE, NEGATIVE AND QUESTIONS

We use *much* and *many* mainly in negative statements and questions:

You haven't eaten very much food.

Are there many good restaurants here?

- Very much* as a determiner is almost never used in positive sentences. We use *a lot of* or *a great deal of* instead:

~~✗ I've eaten very much food.~~

✓ *I've eaten a lot of food.*

- However, *much* and *many* are common as adverbs in positive sentences with comparatives:

Bahrain was much better than I'd expected. There were as many as two hundred people at the meeting.

3 DIFFERENCES IN FORMALITY

Using the determiners *many* and *much* in positive clauses is more typical of formal written English. We generally use *plenty (of)* or *a lot (of)*. *Lots of*, *loads of*, etc. are more informal:

Much rubbish has been written on this subject. (A lot of... is more usual)

Loads of people have rather extreme views on it.

(Many... is more formal)

- Little* and *few* can be fairly formal. We use *not much*, *not a lot of*, *only a little* or *not many* to be more informal:

Little is known about his private life. (Not much... is more informal)

There is little time left. (There isn't a lot of time... is more usual)

Few people know much about him. (Not many people... is more informal)

4 COMMON PHRASES

I don't feel up to much today.

I'm afraid I'm not much of a cook.

There's many a time that I've wished I could quit.

Many's the time I've had to talk to him about that.

Let's make the most of the good weather.

I'm not that old: I've got a good few years left in me yet.

He seems to have precious little idea of what's going on.

The weather was fine for the most part.

There's an awful lot of onion in this dish.

? check

Tick (✓) the sentences which can be considered formal.

- Much has been said on this subject.
- I have little to say that is relevant.
- I don't think there is much pasta left in the cupboard.
- This is one of the few original paintings remaining.
- We have received lots of letters on this topic.

Practice

1 Correct these sentences.

- 1 Much of the Holland is below sea level.
- 2 Not many of people know much about him.
- 3 Don't hurry: we have little time left before we have to leave.
- 4 The most of people complain about the weather here.
- 5 A quite few people came to his party.
- 6 He's had very much good luck in his life.
- 7 I've been to visit him many the time.
- 8 We've put in good many hours to get this work finished.



2 Fill each of the numbered blanks in the passage with one suitable word.

There is, remarked George Bernard Shaw, no subject on which more dangerous nonsense is talked than marriage. He was right: (1) paper has been wasted on the subject and (2) a newspaper columnist has felt impelled to share with us their thoughts on the subject, a (3) of which are laughable rubbish. But the question still remains: why do (4) of us still want to get married? Traditionally, it has been seen as necessary to social cohesion and inheritance, but today, these factors carry (5) importance and it is the psychological aspects which dominate (6) of the discussion. The psychologist Carl Jung claimed that whereas man's most important business was his work, for a woman 'man is her work'. Home, continued Jung with the bland confidence of a man who knows how to (7) the most of his domestic arrangements, 'is like a nest – not enough room for both birds at once. One sits inside, the other perches on the side and looks about and attends to all outside business.' (8) modern marriages are more equal, involving partners who start out having (9) in common, particularly social class and educational attainment. Indeed it might even be said that marriages that do not involve these stand (10) chance of long-term success.

3 Rewrite each of these sentences using the new beginning, but without changing the meaning.

Example: No one knows a great deal about her private life.

Little *is known about her private life.*

- 1 I'm not very good at gardening, I'm afraid.
I'm not much of
- 2 I didn't like that play very much.
I didn't think
- 3 I've often thought of giving up and leaving.
Many a
- 4 Quite a lot of my friends feel the same as I do.
A good

4 In most pairs of lines there is one unnecessary word. For each pair of numbered lines (1–15), write the unnecessary word in the space. Indicate correct pairs with a tick (✓). There are two examples.

CAE

- 0 Finding accommodation in Khartoum is a bit of a nightmare. While I was ✓
- 00 there I met people paying off no less than £1,000 rent a month for their houses. ...off...
- 1 They reckoned that when they left, the owners would ask half as much as again,
- 2 and this would be paid. Few of Sudanese can afford to build houses in the
- 3 city. Most the workers and office staff live far out of the centre or in
- 4 Omdurman on the other side of the Nile. Hotels are either very much expensive,
- 5 catering for visiting businessmen on little expenses, or extremely cheap,
- 6 providing just a simple room and probably no less food. Overland travellers
- 7 usually stay in the youth hostel. We were lucky to be able to stay with
- 8 friends for the most of our time in Khartoum; we could neither afford
- 9 the expensive hotels, where the many standards are in any case usually low and
- 10 food indifferent, nor face the cheap ones where the few conditions are generally
- 11 primitive. Much of the Khartoum remains little changed today from the time when
- 12 General Kitchener reasserted British control in 1898, though quite many of the
- 13 elegant buildings have faded and it is clear that passing years have reduced
- 14 Much of the city's former glory to squalor. Most of all the time the streets are
- 15 stifling and oppressive. Only under the many riverside trees is it cool and bearable.

SECTION 5

Any, some, somewhere, anywhere, etc.

1 SOME AND ANY

We generally use *some* and *any* to talk about indefinite amounts:

*I've got **some** good news. Have you got **any** news?*

- With this meaning, we use *some* in positive sentences, and *any* in negatives and questions.

Some and any as pronouns

We use *some* and *any* as pronouns:

- on their own to replace a noun:
'I didn't bring my money with me.' *'Don't worry, I've got **some**.'*
*I'd love to meet a news reporter. Do you know **any**?*
- with *of* + *the*, *my*, *your*, etc., *this*, *these*, etc.:
***Some of the** information in last night's broadcast was incorrect.*
*I didn't know **any of the** people at the party.*
- with *of* + pronoun:
*Can you be quiet? **Some of us** are trying to work.*
*Are **any of them** here yet?*

Some and any as determiners

In addition to talking about indefinite amounts, we use *some* and *any* as determiners in other ways.

We use *any*:

- in positive sentences, often meaning 'it doesn't matter who, what, which' or 'if any exists':
***Any** news you have could be useful.*
- in conditionals:
*If **any** news comes in while I'm away, let me know.*
- intensified with *at all* or *whatever* / *whatsoever*:
*I haven't got **any** news **at all** / **whatever** / **whatsoever**.*

We use *some*:

- in questions when we are thinking of a definite amount:
*Would you like **some** tea?*
- with expressions of measurement to mean 'quite a large amount or number':
*They've lived there **for some** time.*

- meaning 'approximately':
*The suspect weighs **some** seventy kilos.*
- with singular nouns, to indicate we don't know exactly who or what is being referred to (this is fairly informal). We can add *...or other* for emphasis:
***Some** idiot has tried to blow up the UN building.*
*I read about it in **some** book or other.*

2 SOMEWHERE, ANYWHERE, ETC.

Somebody, anybody, nobody, everybody, someone, anyone, no one, everyone, something, anything, nothing, everything, somewhere, nowhere and anywhere are all pronouns (though we can sometimes use some of them as adverbs, for example *go somewhere*). They take singular verbs:

- I think you'll find **everything** you need to know is in this report.*
- They can be followed by *else* or by adjectives or qualifying clauses:
***Anyone** else who wants to come will have to pay more.*
*'Going **anywhere** nicer?' 'Somewhere warm.'*
***Everyone** I spoke to seemed very friendly.*

3 COMMON PHRASES

*I'd love to go there **some** day.*
*There are reported to be **few**, if **any**, survivors.*
*Pass me a book: **any** old book will do.*
*I don't think it's true and in **any** case it's not important.*
*You couldn't lend me \$10, could you, **by any** chance?*
*I am not **by any** means an expert in this subject.*
*He should be arriving **any** moment now.*
*This building dates from 1975 or 6. Sometime around then at **any** rate.*
***Something** like a hundred hectares was destroyed in the fire.*
*He keeps on phoning me for **some** reason or other.*
*Come up and see me **sometime**.*
*These discussions don't seem to be **getting** anywhere.*
*Is there **any** point in waiting any longer?*

? check

Which of the following sentences are unacceptable?

- 1 Any of the people there last night knew who I was.
- 2 Any information you have would be really helpful.
- 3 Do you want to hear something really funny?
- 4 You didn't see that documentary on the television last night, did you by some chance?
- 5 I've never actually met anyone famous.

Practice

1 Underline the better alternative. Sometimes both are possible.

Example: Have you heard any / some news today at all?

- 1 I'm not sure this one is any / some improvement on the others.
- 2 She appears to be having some / any difficulty reading her Autocue.
- 3 In fact she's getting anywhere / nowhere.
- 4 If she gets any / some worse, they'll have to sack her.
- 5 Why doesn't she do anything else / something else?
- 6 Aren't there any / some other jobs she could do better?
- 7 Any / Some old job would do, I'd have thought.
- 8 Though I reckon few if any / some employers would look on her favourably after this.
- 9 The news should be on any / some minute now.
- 10 I'd like to be a newsreader some / any day.

2 Fill each of the numbered gaps with one suitable word.

The BBC World Service on radio claims a regular worldwide audience of (1) like twenty-five million for its English language programmes. It is funded directly by the British Foreign Office, though (2) Government attempt to control the content of programmes is vigorously fought off. It is broadcast around the world and (3) who has access to a radio with short wave need ever be without it. The archetypal listener today is under thirty, male, likely to be relatively well-educated, for whom English is likely to be a second or even third language. (4) any women tune in, which is why there is no women's programme (5) in its twenty-four-hour service. The biggest and most important of the news programmes is Newshour, a sixty-minute survey of world news which goes out each night at 10pm British time. This slot cannot please (6) but is the optimum time to catch (7) listeners having breakfast in Hong Kong or settling down for the night in West Africa. It can be recommended to (8) who wants to understand the world, not just Britain. At (9) rate, that is its aim and certainly by comparison, at least (10) British domestic news programmes seem trivial and parochial.

3 Fill each of the gaps with one suitable word.

Example: Everybody has now received their orders.

- 1 They didn't give me any help at
- 2 His dissertation amounted to 200 pages.
- 3 Few if of those eligible to vote did so.
- 4 You don't have the time, do you, by chance?
- 5 Everything, including all your orders this week, now waiting to be collected.
- 6 I heard the news on some satellite channel or
- 7 If calls, tell them I'll be back by two.

4 In most pairs of lines there is one unnecessary word. For each pair of numbered lines (1–14), write the unnecessary word in the space. Indicate correct pairs with a tick (✓). The exercise begins with two examples.

CAE

- | | | |
|----|---|------------|
| 0 | One of the marvellous things on my first trip to Europe was the discovery | ✓ |
| 00 | that the world could be so full of any variety, that there were so many | <u>any</u> |
| 1 | different ways of doing essentially identical things, something like eating and | ..... |
| 2 | drinking and buying cinema tickets. It fascinated me that Europeans could be | ..... |
| 3 | at once alike – that they could be so bookish and cerebral, and some drive | ..... |
| 4 | small cars, and live in little houses in ancient towns, and everybody love soccer, | ..... |
| 5 | and have chilly hotel rooms and warm inviting places to eat and drink – | ..... |
| 6 | and yet anyone be so endlessly, unpredictably different from each other as well. | ..... |
| 7 | I loved the idea that you could never be sure of anything else in Europe. | ..... |
| 8 | This is why I have never learned any more language other than English. I don't | ..... |
| 9 | want to know what other people are talking about. I can't think of anything | ..... |
| 10 | that excites a greater sense of any childhood wonder than to be in a country | ..... |
| 11 | where you are ignorant of almost everything else. Suddenly you are five years | ..... |
| 12 | old again. You can't read nearly anything, you have only the most rudimentary | ..... |
| 13 | sense of how any things work, you can't even reliably cross a street without | ..... |
| 14 | endangering your life. Your whole existence becomes a series of some interesting guesses. | ..... |

Vocabulary

SECTION 6

Groups of and parts of

1 DIFFERENT WAYS OF DESCRIBING GROUPS

We can link many different words using *of* + uncountable and plural nouns to indicate quantity and other categories of meaning:

Category	Example
a large amount	<i>a mountain of work,</i> <i>a pile of washing</i>
a small amount	<i>a spot of rain, a pinch of salt</i>
a part	<i>a portion of chicken,</i> <i>a segment of orange</i>
a fixed shape	<i>a ball of wool,</i> <i>a stick of dynamite</i>
an amount of liquid	<i>a drop of milk, a pool of blood</i>
speed of movement	<i>a jet of water, a gush of blood</i>
a group	<i>a flock of sheep,</i> <i>a gang of youths</i>
a container	<i>a bottle of beer,</i> <i>a packet of cigarettes</i>
an example or part of an uncountable noun	<i>an article of clothing,</i> <i>an item of news</i>

1 Add these examples to the appropriate category above. More than one category may be possible.

- | | |
|------------------------------|---------------------|
| a a piece of cloth | e a gust of wind |
| b a piece of information | f a strip of land |
| c a section of the newspaper | g a slice of bread |
| d a family of mice | h a heap of rubbish |

2 INFORMAL PHRASES

We use informal vocabulary in a variety of common phrases. The use of the plural is also usually informal:

a blob of glue a bit of land a heap of papers
piles of homework stacks of replies
mountains of washing loads of time

3 COMMON PHRASES AND COLLOCATION

Some examples depend on collocation:

They couldn't find a shred of evidence to support their claim.

At last there's a ray of hope.

There wasn't a speck of dust to be seen.
He was greeted with a torrent of abuse.
Her enquiries were met with a wall of silence.
Their offer of help was my only crumb of comfort.
I had a real stroke of luck the other day.
I think I've got a touch of flu.
The plane exploded in a ball of flames.

2 Add these words to the appropriate gaps below.

knob pinch dash

- a Just add a of butter and a of lemon juice.
b I think we should take that story with a of salt.

Practice

1 Add one of the following nouns to complete these sentences.

chips rain thugs milk sunshine evidence

- He was attacked by a gang of
- Would you like a portion of
- I'm sure I just felt a spot of
- You haven't got a shred of, have you?
- Would you like a drop of
- My grandson's a real little ray of

2 In the following groups, there is one noun that we cannot use in the phrase, either for reasons of meaning or collocation. Underline the one that doesn't fit.

- | | |
|----------------------|-----------------------|
| 1 a torrent of water | 6 a touch of frost |
| abuse | salt |
| questions | flu |
| snow | irony |
| 2 a pool of water | 7 a ray of sunshine |
| spilt milk | hope |
| blood | paper |
| strawberries | light |
| 3 a bunch of flowers | 8 a flock of birds |
| people | sheep |
| bread | tourists |
| bananas | grass |
| 4 a trace of irony | 9 a gang of hooligans |
| blood | thieves |
| smoke | actors |
| children | kids |
| 5 a lump of coal | 10 a point of honour |
| ideas | question |
| sugar | order |
| meat | light |

- 3** Fill each of the numbered gaps with one of the nouns listed. Each noun can be used once only.

stroke stream amount shock drop trace stack torrent touch dash

Danny had a (1) of red hair at the time and was at an age when a (2) of questions was the order of the day. I was tired of the (3) of answers I had been required to give all day and had anyway been suffering from a (4) of flu. I decided that a (5) of brandy with a (6) of lemon might just help my mental and physical condition. I worked my way through the (7) of empty bottles left in the kitchen after last night's party and by a (8) of luck found one with a tiny (9) of the contents still remaining. I took a sip and felt much better. As I was tucking Danny into bed he asked, naturally without a (10) of irony: 'Why are you wearing Daddy's perfume, Mummy?'

- 4** Underline the word a, b, c or d, that best completes each sentence.

- Even the tiniest of dust can damage delicate electrical equipment.
a piece b portion c shred d speck
- Lawyers claim that there isn't a of evidence that would stand up to examination.
a touch b tuft c shred d segment
- This particular species had of hair behind the ears.
a tufts b groups c morsels d pieces
- A constant of traffic made its way past the building.
a jet b dribble c gush d stream
- News of the stock market crash caused a of panic among financial traders in the city.
a wave b piece c clump d column
- The plane crashed in a of fire.
a pile b spurt c mass d ball
- I'm afraid I've completely lost the of the argument.
a stream b trace c thread d idea
- You need to mix equal of oil and lemon juice.
a segments b portions c piles d pools
- Do you want to open another of orange juice?
a packet b sack c cask d carton
- A piece of paper was caught by a of wind.
a blow b spurt c gust d wave

- 5** Think of one word only which can be used appropriately in all three sentences.

Example: A of sunshine came through the stained glass window.
The escape plan gave the prisoners some of hope.
There was a dim of light coming from the open door.
ray

CPE

- A of armoured cars was occupying the inside lane of the motorway.
On the horizon I could see a of smoke rising into the air.
He added up a long of figures rapidly in his head.
- He's a dull person: not exactly a of fire I'm afraid.
A of flames burst out of the burning roof.
Would you mind passing me that of wool?
- The police found a of blood on his jacket.
He spoke without a of bitterness in his voice.
The ghost then vanished without , or so they claimed.
- He handed her an enormous of flowers as a thank-you present.
I wish you'd all stop standing there like a of idiots!
The caretaker carried a large of keys wherever he went.
- I seem to be having a of bother with my car at the moment.
I think I felt a of rain.
How about a of lunch?
- Jo felt a sudden of nausea.
A of anger swept over the crowd.
With a of his hand, he was gone.



SECTION 7

Amount and extent

1 HOW FAR?

Many adjectives and phrases collocate with *extent* and *degree*:

To some degree / extent she is right.

- Here are some more examples:
to a lesser / greater / large / small / great / considerable / marked degree / extent

We use *extent* in common phrases:

The true / full extent of her injuries only gradually became apparent. I agree with you *to a certain extent*. Crime has risen *to such an extent* that it has become a serious political issue.

- We can also use other phrases that have a similar meaning:
That's true up to a point, but you're forgetting something. They won *by a substantial / considerable / narrow margin*.

1 Choose the correct word to fill the gap.

They finally realised the full of their financial predicament.

- a margin b degree c point d extent

2 HOW MUCH?

We use many nouns to talk about quantity. Here are some examples:

The high incidence of violent crime is a major source of worry.

We have *one of the highest crime rates* in the world.

What is *the proportion* of male and female offenders?

The courts are not equipped to deal with such *a volume* of cases.

Prison officers are struggling with their increased *work load*.

Do you think *a nominal fine* for minor offences is the answer?

The Internet has brought *a whole new dimension* to the criminal world; it may have done *a great deal* of good for business, but it has brought *an awful lot* of problems for the police.

Interpol can never hope to locate *the vast reserves* of illegal substances around the world.

2 Choose the correct word to fill the gap.

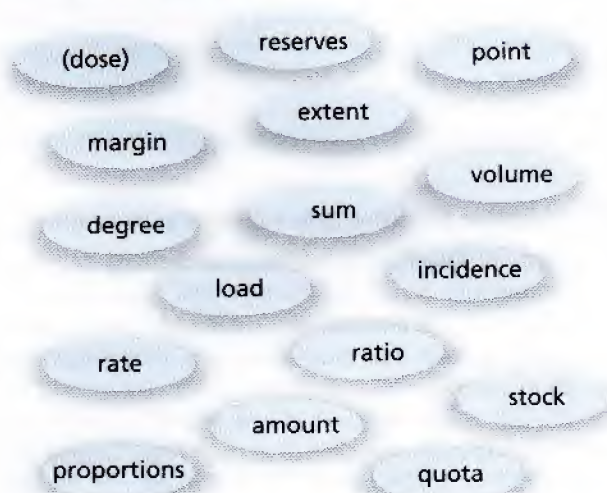
The supermarket claimed to have sold its entire of French cheese.

- a reserves b load c stock d pool

Practice

- 1 Match the quantity words with an appropriate group of collocating words and phrases (1–15). Use all the quantity words.

Example: 16 *a dose* of antibiotics / cough mixture



- the of men to women in the college is 4 to 1
- a substantial / fair / enormous of talent
- the high / light of traffic at the weekend
- a wide / narrow of error
- pay a nominal / lump
- sell the entire / complete of office furniture
- to some / a marked / a considerable it's better now
- a high / significant of the disease
- he overdid it to such an that he collapsed
- a strict immigration is in force
- the crime / unemployment / exchange has dropped
- I agree with you up to a
- a tragedy of huge / immense
- adequate / ample / vast of coal
- a of bricks / complaints
- a of antibiotics / cough mixture

2 In the following sentences, sometimes one and sometimes both of the alternatives are acceptable. Cross out those that are not acceptable.

- 1 My parents have always given me a *good / great* deal of encouragement.
- 2 There seems to be *masses / tons* of stuff that we've left out of the inventory.
- 3 They sent me a *considerable / huge* quantity of material to read.
- 4 The fact that I wasn't born in this country added a whole new *dimension / size* to the problem.
- 5 There was *widespread / across-the-board* condemnation of their behaviour.
- 6 There are *an awful / a horrible* lot of soaps on TV.
- 7 A disaster of this *scale / magnitude* mercifully seldom happens.
- 8 Donations for the disaster fund have *topped / exceeded* \$1m.

3 Circle the word, a, b, c or d, that best completes each sentence.

- 1 Its success seems to work in proportion to the number of people involved.
a inverse b opposite c contrary d retrograde
- 2 They won the election by the narrowest of
a extents b margins c votes d degrees
- 3 If you don't get your full of sleep, your work will begin to suffer.
a extent b quota c degree d ratio
- 4 These days the castle is swamped with of tourists.
a hordes b cliques c mobs d assemblies
- 5 The President denied they were nuclear weapons.
a hoarding b stockpiling c collecting d reserving
- 6 By being rude to his superiors he is considered to have the mark.
a transcended b outrun c surpassed d overstepped
- 7 The crowds the streets trying to catch sight of their hero.
a flocked b thronged c overpopulated d huddled
- 8 The stadium was filled to for the final match.
a volume b entirety c capacity d magnitude
- 9 They continually tried to each other in telling stories.
a outdo b surmount c excel d compete
- 10 The rules of the competition do not give much for creativity.
a sweep b span c sphere d scope

4 Read the text below and decide which answer (a, b, c or d) best fits each gap.

CAE

The foot-and-mouth outbreak which swept through farms in Britain in 2001, infecting hundreds of thousands of cows, sheep and other animals, was to a large (0) first a human tragedy and second an economic one. It had barely any effect on the (1) national product and government (2) were not needed to avert a financial disaster. The (3) sums that were paid out to farmers who had lost animals, while not (4), were never going to break the bank. However, in regions where the (5) of the disease was high, it will be some years yet before the full (6) of people's losses becomes clear. Each day truck (7) of their slaughtered cattle were piled up for burning and for many farmers the sheer (8) of the cull meant the end of a lifetime's work. When the army were called in to help with the enormous work (9) and the sum (10) of uninfected animals destroyed topped one million, the cost to cattle farmers was (11) Whole rural communities were affected, not only by dwindling (12) of meat and other produce in their shops but also by the (13) closing of the countryside to visitors with the (14) loss of business that that entailed. For these people it was a tragedy of immense (15)

- | | | |
|--------------------|---------------|--------------------|
| 0 a amount | b number | c degree |
| d proportion | | |
| 1 a full | b total | c gross d true |
| 2 a reservations | b reserves | c quotas d sums |
| 3 a notional | b narrow | c entire d nominal |
| 4 a inconsiderable | b substantial | c monumental |
| d invaluable | | |
| 5 a incidence | b outbreak | c fall-out d rate |
| 6 a amount | b volume | c extent d degree |
| 7 a full | b loads | c stocks d piles |
| 8 a margin | b sum | c volume d pool |
| 9 a load | b amount | c rate d dose |
| 10 a answer | b creation | c number |
| d total | | |
| 11 a mathematical | b indivisible | c incalculable |
| d unsubtractable | | |
| 12 a supplies | b stores | c portions |
| d extents | | |
| 13 a practical | b legal | c virtual |
| d scaled-down | | |
| 14 a literal | b attentive | c minimal |
| d substantial | | |
| 15 a ratios | b percentages | c proportions |
| d amounts | | |



Exam practice 9

1 Read the text below and think of the word which best fits each space. Use only one word in each space.

By and large I detest holidays. Every vacation paradise I have ever been to has provoked in me (0) strong desire to pack my bags and get out as soon as the family will let me. The problem with paradise is that there's never (1) interesting to do there except sit around experiencing eternal bliss. And all (2) often it does seem depressingly eternal. I don't think (3) of it and I can only put up with it for so long. So every (4) often, when the time comes for the family to sit round the table and plan where to go for the summer vacation I tentatively suggest that actually it would be (5) bit as much fun to stay at home. Each and (6) time, of course, I am loudly overruled by others who set about planning (7) beach holiday or other of my nightmares. I have high hopes, however, that this year will be quite a (8) better than past holidays as we are going to visit my in-laws in Sweden. Sweden is (9) vacation paradise: cold in winter and rainy in the summer, though on (10) few occasions the sun shines, it can be very beautiful. My Swedish is also very basic, with the result that much of (11) time I am there I appear even more stupid than I do normally. I smile more, use every hand gesture I can, and am in (12) respects nicer than I am in English, partly because I am not (13) of a linguist and don't know how to be rude in Swedish. (14) my wife nor I have been over to see her parents for a (15) few years, so all of us are looking forward to it a lot.

2 Read the text below and decide which answer (A, B, C or D) best fills each gap.

There was initially (16) doubt about how many would turn out for the protest march but in the event the (17) of people who did make the effort was surprisingly large. Thousands happily (18) to the pre-arranged starting point, almost in carnival mood, and at that stage, few if (19) could have predicted the way things would end. Within a few hours, however, the high spirits had been replaced by scenes of anger and violence as the crowds swept through the city centre like a (20) of angry buffalo. The full (21) of the damage done to property only became clear the following morning.

- | | | | |
|---------------|------------|----------|-----------|
| 16 A some | B any | C the | D every |
| 17 A figure | B number | C amount | D sum |
| 18 A trickled | B thronged | C herded | D flocked |
| 19 A none | B many | C any | D some |
| 20 A flock | B swarm | C pack | D herd |
| 21 A degree | B amount | C number | D extent |



3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

Example:

All the people I know are perfectly happy with the changes.

disapprove

None of the people I know *disapprove of* the changes.

22 I don't blame you for being upset.

right

You had upset.

23 In the end, there were hardly any tickets left for the performance.

practically

In the end, were sold.

24 Redundancy has often tended to give rise to a lot of domestic problems.

result

Many redundancy.

25 I think we should take full advantage of the manager's absence.

use

We ought the manager's absence.

4 Fill each of the numbered blanks with **one** suitable word.

The herring gull's ability to eat almost (0) *anything*, from fish to the young of its own kind, has made it one of the (26) species in Britain to be actually thriving at this time. Its (27) have multiplied in recent years because of the increasing (28) of edible refuse which is a by-product of modern life; and it has extended its breeding range too. Only a (29) years ago the herring gull more often than (30) remained close to the sea and nested on cliffs. Now they can be found nesting on buildings near many (31) inland lake. In winter practically (32) British fishing ports and harbours are home to the gulls while inland they feed off farmland. At breeding colonies, loud with wailing and yelping calls astonishing (33) their intensity, one of the parent birds, (34) the male or female, stands guard against the (35) herring gulls from the moment the eggs are laid. Otherwise there is every (36) that (37) of their chicks would get the opportunity to begin their four-year growth to full maturity. In courtship, the male and female stand beside one (38); the male then turns and bows. Often, too, one – usually the male – will offer (39) other a 'present' of seaweed, which they will (40) subsequently proceed to devour.

TOTAL SCORE

Noun clauses

Entry test

- 1 Fill each of the numbered blanks with one suitable word.

It was, perhaps, only to be (1) that the day of my exam was cold and wet. (2) it should coincide with a bus drivers' strike was perhaps less predictable but the (3) that the exam centre was on the other side of town made it inevitable (4) I was going to be late. (5) was only when I realised the taxi drivers were also on strike that I realised how late.

FOR THAT-CLAUSES, SEE SECTION 1.

- 2 Fill each of the numbered blanks with one suitable word.

Our television just died a few weeks ago. It's amazing (1) a difference having no television makes to a family like ours. At first, we wondered (2) we would spend our evenings without it and (3) what form of entertainment we could now turn. It was initially a bit of a problem as we argued over (4) to listen to the radio, play computer games or just go out. After we got used to it, however, things became easier and now we find we can't decide (5) we want it back or not.

FOR WH-CLAUSES AND EXCLAMATIONS, SEE SECTION 2.

- 3 Fill each of the numbered blanks with one suitable word.

Don't listen to idle advice when it comes to business. (1) set up your own business takes time and money and (2) anyone (3) claim otherwise is ridiculous. I was always grateful to (4) been given the opportunity when I was young to establish my company from scratch and I really object to people (5) that it is easy.

FOR TO-INFINITIVE AND -ING CLAUSES, SEE SECTION 3.

- 4 Fill each of the numbered blanks with one suitable word.

I became fascinated by motor-racing when I was ten and have (1) so ever since. In my teens I had an uncle who was as gripped as I was and in (2) days I used to go to races regularly. (3) days I have few (4) opportunities. I had hoped to get tickets to the Grand Prix here a couple of years ago but no (5) luck: they'd sold out within minutes of going on sale.

FOR THIS, THAT, THESE, THOSE, SUCH AND SO TO REFER TO WORDS AND CLAUSES, SEE SECTION 4.

TOTAL SCORE

THE BASICS

1 WHAT ARE NOUN CLAUSES?

Noun clauses (sometimes called 'nominal clauses') are groups of words within a sentence referring to a fact or idea. We can use pronouns like *it* and *that* to refer to these clauses:

*I know **that you didn't mean to do it** but I'm afraid **that's** not so obvious to everyone else.*

To stop and think about things for a while is something we all need to do, but it is something few of us have time for.

*I understand **what you are saying** but I disagree with it.*

Going shopping is something I hate; I always try to avoid it.

*How well we do remains to be seen. **That** depends on you.*

- Noun clauses normally refer to abstractions (ideas, processes, events, facts) rather than to things or people. (Nominal relative clauses are an exception; see Unit 11, Section 3.)
- Sometimes we can use a noun or pronoun in the same position as a noun clause:
*He phoned to ask **what we should do**.*
*He phoned to ask **something**.*
- However, this isn't always possible, especially after adjectives:
I'm glad to have met you.

2 TYPES OF NOUN CLAUSE

Noun clauses use these structures:

Type	Example
that-clauses	<i>That he is not the best choice goes without saying.</i>
wh-clauses	<i>I'm not really sure what he's talking about.</i>
exclamation clauses	<i>I can't believe how quickly he learned the language.</i>
to-infinitive clauses	<i>I like to get up early.</i>
-ing clauses (gerunds)	<i>Driving too fast is something most new drivers tend to do.</i>
nominal relative clauses	<i>That is exactly what I've been trying to tell you all day.</i>

3 POSITIONS

We use noun clauses in these positions in a sentence:

Position	Example
as subject of the sentence	<i>Where we go next depends on you. To run as fast as that takes a lot of training.</i>
as object of a verb	<i>He phoned me to ask what we should do. I love showing people my home town.</i>
after be	<i>The question is who will take over when he retires. My first job every morning is getting the breakfast ready.</i>
after some nouns	<i>His first excuse, that he had been caught in traffic, was untrue. I don't like his claim that we have no freedom of choice.</i>
after some adjectives	<i>I'd be very happy to be of any assistance. I'm very disappointed that I didn't get any promotion this year.</i>
after prepositions	<i>The traffic warden came over to where I was parked.</i>

watch out!

- We can always refer back to a noun clause using *it* or *that*. If we can't, it's another type of clause:
*I'd be very happy to help. **It** would give me great pleasure.* (= noun clause)
*I'm very disappointed **that I didn't get a promotion**.*
***That** is why I'm resigning.* (= noun clause)
***That's** the man to talk to about it.*
(= relative clause; see Unit 11, Section 2)
We need something to open the bottle.
(= purpose clause; see Unit 6, Section 2)
- After a preposition we can normally only use a *wh*-clause:
~~✗ I'm so pleased about **that you got the job**.~~
✓ I'm so pleased **that** you got the job.
I'm very pleased about **what you told me**.

SECTION I

That-clauses

1 FOLLOWING NOUNS

We commonly use *that*-clauses after certain nouns to talk about facts or beliefs:

The idea that we don't care is simply untrue.

The fact that he isn't here shouldn't be too surprising.

- Sometimes we use the verb *be* after the noun in this pattern:

All the signs are that it is going to go ahead.

- Here are nouns commonly followed by *that*-clauses:

*danger evidence idea impression principle
risk experience view sign fact disadvantage
news opinion possibility tradition*

2 FOLLOWING ADJECTIVES

That-clauses are common after certain adjectives:

It's sad that they couldn't stay longer.

- We commonly begin these structures with *It*:
It was inevitable that they should find out eventually.
- Here are adjectives commonly followed by *that*-clauses:

*essential interesting likely sad inevitable
true probable lucky important awful possible
extraordinary*

3 FOLLOWING REPORT VERBS AND NOUNS

That-clauses are also common after report verbs (see Unit 13, Section 2) and related nouns:

He explained that the company policy was about to change.

His explanation was that the company policy was about to change.

- After some report structures we use the subjunctive in the *that*-clause (see Unit 5, Section 1.1):
I suggested he remove all reference to alcohol in the article.

4 THAT-CLAUSES AS SUBJECT OF THE SENTENCE

In formal English, we can use *that*-clauses as subjects (without a preceding noun):

That we don't care is simply untrue.

That he wasn't there didn't come as a huge surprise.

- It's more common to use the structure with *It...that...*:

It's simply untrue that we don't care.

It didn't come as a huge surprise that he wasn't there.

5 OMITTING THAT

When we use a *that*-clause as an object, for example after report verbs, we often omit *that*:

He promised (that) he would come.

- With subject clauses beginning with *It* (see above), we normally only omit *that* after the common phrase *It's a pity / shame...*:

It's a shame (that) you couldn't come to the party.

6 RELATIVE CLAUSE OR NOUN CLAUSE?

After nouns, we use *that* to introduce both relative clauses and noun clauses. There are important differences:

- He made a promise that he would return all the money.* (= noun clause)

In this example, the noun clause extends the meaning of the noun *promise* and tells us what the promise was. We can't replace *that* with *which*.

- He made a promise that (or: which) he failed to keep.* (= relative clause)

In this example, we don't know exactly what the promise was. In relative clauses we can usually replace *that* with *which* (see Unit 11, The Basics).



? check

Underline the noun clauses in these sentences.

- The assumption that we'll do all the preparations annoys me.
- I'm convinced he didn't do it.
- They said it was a waste of time.
- It seems unlikely that they'll succeed the first time.
- That he is here at all is a miracle.

Practice

1 In each group below, cross out any sentences that are not correct.

- 1 a Paul gave the impression that he hates pop music.
b That he hates pop music is well known.
c He was talking about that he hates pop music.
d The thing is that he hates pop music.
e I'm certain that he hates pop music.
f He explained that he hates pop music.
g The thing that he hates is pop music.
- 2 a He explained that he had been held up.
b She excused that she was late.
c That he was late was really inexcusable.
d His excuse that he got lost was accepted.
e It wasn't that surprising that she was late.
f The fact of the matter was they were both late.
g The fact that neither was on time that was extremely annoying.

2 In some of these sentences, both the adjective and the noun are possible. In others only one will do. Cross out any options that cannot complete the sentence.

- 1 It's *possible* / *a possibility* that he'll get away with it.
- 2 It's *factual* / *a fact* that she put colleagues' backs up in nearly everything she did.
- 3 It's *legal* / *a rule* that no one under eighteen should be involved in such social activities.
- 4 It's *absurd* / *an absurdity* that men are permitted into such clubs and women are not.
- 5 It's *comfortable* / *a comfort* that you are here for me.
- 6 It's *inconvenient* / *an inconvenience* that we have to go up three flights of stairs for a bath.

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

CPE

Example: I consider this to be the greatest achievement of my life.

accomplished

I don't think *anything I've accomplished (in my life)* matches this.

- 1 My brother didn't send me a birthday card, which is something I can't forgive.
neglected
The fact that my brother
..... find unforgivable.

- 2 The company has negative equity and that's a fact.
truth
The red.
- 3 We're unlikely ever to meet again.
paths
It's not again.
- 4 William still believes in man's basic goodness, which I find ridiculous.
retains
I find is basically good.

4 Read the following text, then choose **CAE** from the list A–J below the best phrase to fill each of the spaces. Each correct phrase may be used only once. Some of the suggested answers do not fit at all. The exercise begins with an example (0).

I sit here shivering in July. This is the month that should see us prancing along beaches and complaining of the oppressive heat. And (0), contemplating whether to turn the central heating on. No, that's not an option. Not in July. Yet we have suffered day after day of drizzle mixed in with occasional thunderstorms. It's amazing (1) In any civilised country it would have led to demonstrations. People would have marched with posters demanding sunshine, or at least an absence of rain. Is the fact that this has not happened here a testimony to our resigned attitude to the weather? Can it be true (2)? Surely not. And yet (3) have been grinning and bearing it these past few weeks suggests it may be so. How can any nation sit back and accept the climate it is given year in, year out? We need motions passed that good weather be shared about more evenly. We need assurances (4) (5) that some people should go on *ad nauseam* about deforestation and global warming and things like that. (6) those same people don't take our bitterly cold Julys more seriously. I can't stand another one like this.

- A the fact that so many people
- B that has been allowed to continue
- C it's a pity
- D that people have stopped caring
- E that people have put up with it
- F that action will be taken
- G it's absurd
- H we need promises
- I having tolerated this
- J here we are

SECTION 2

Wh-clauses

1 USES OF WH-CLAUSES

Wh-clauses are related to questions:

*I don't know **who** is coming to the party.*

(= Who is coming to the party?)

***Why** she disappeared remains a mystery.*

(= Why did she disappear?)

- We commonly use *wh*-clauses in reported questions. Note the word order:
~~✗ He asked me **where** had I been that morning.~~
 ✓ He asked **where** I had been that morning.

2 PREPOSITIONS WITH WH-CLAUSES

We can use *wh*-clauses after prepositions:

*They consulted us **on** **who** they should invite.*

- When a preposition belongs to the verb in the *wh*-clause, it usually comes at the end of the clause:
*He asked me **where** I got the coat **from**.*
- However, in very formal English it may come at the beginning:
*He asked me **from** where I got the coat.*

3 INFINITIVES WITH WH-CLAUSES

We often use *to*-infinitives with *wh*-clauses, especially when referring to possible courses of action:

*I never know **how** to work out percentages.*

*I was wondering **what** to do.*

- These clauses can often be rewritten with *should*:
*I never know **how** I should work out percentages.*
*I was wondering **what** I should do.*

4 WHETHER AND IF

We use *whether* and *if* when a yes / no question is implied. *If* is common when the noun clause is the object of a verb:

*Do you know **whether** / **if** they're coming?*

*I don't know **whether** / **if** there is anything we can do.*

- *Whether* is more common than *if* in subject position, and when we are talking about a choice or alternative:
***Whether** she needs to know is debatable.*
- Notice the common phrase:
*We're going **whether** you like it or not.*

Position	Example
as subject	<i>Whether the extra work makes any difference remains to be seen.</i> <i>If we will do it again depends on the weather. (= informal)</i>
after <i>be</i>	<i>My worry is whether he's taken all the risks on board.</i> <i>The question is if we should risk it or not. (= informal)</i>
after a preposition	<i>We have to discriminate between whether they really need the money or are just being greedy. (Not possible with <i>if</i>)</i>
after nouns	<i>The decision, whether to wait another year before spending the money, will be taken at today's meeting. (Not possible with <i>if</i>)</i>
before a <i>to</i> -infinitive	<i>I can't decide whether to go or not. (Not possible with <i>if</i>)</i>
immediately before <i>or not</i>	<i>We have to decide whether or not we are going. (Not possible with <i>if</i> unless <i>or not</i> comes later in the phrase: We have to decide if we are going or not.)</i>

5 EXCLAMATIONS

We also use *what* and *how* in exclamation clauses. These are similar in structure to *wh*-clauses:

*It's amazing **how** fast children grow!*

- With singular nouns, *what* is followed by *a / an*:
*I told him **what** a great time we had.*
- With *how*, and with plural or uncountable nouns after *what*, it is sometimes difficult to decide whether the clause is an exclamation or an ordinary *wh*-clause. The context is the only clue:
*You'd never believe **what** problems I had. (= exclamation meaning 'You'd never believe what a lot of problems I had.' or: = *wh*-clause meaning 'You'd never believe what the problems were.')*

? check

Tick (✓) the sentence with an exclamation clause.

- 1 How to start a composition is often the most difficult thing.
- 2 I'm not entirely certain which way to go next.
- 3 It's surprising what a difficult question this is.
- 4 The question of whether he is competent or not can only be answered tentatively.
- 5 He was sure what we had done was to blame for the accident.

Practice

1 Fill each of the gaps in the following sentences with two suitable words.

- 1 It's not a question of how big your camera is; it's do with it that counts.
- 2 How soon they'll operate on you depends on your condition is.
- 3 Annie was curious to know of the shops in the centre I had bought my skirt
- 4 I wouldn't know who to in an emergency like that.
- 5 Sometimes I don't to express myself.
- 6 Our cleaning lady told me about wonderful time she had had.

2 In each of the following sentences, sometimes we can use *if*, sometimes *whether*, and sometimes both. Delete any words that are not possible. Decide if the use of *if* is informal or not.

- 1 The game will definitely go ahead *whether* / *if* it is raining or not.
- 2 *Whether* / *If* you like it or not, you'll never play properly unless you practice.
- 3 I really don't know *whether* / *if* to believe her.
- 4 They'll have to decide *whether* / *if* they really want to do it or not.
- 5 What we have to decide is *whether* / *if* this is likely to be profitable.
- 6 The final decision on *whether* / *if* we commit ourselves will be taken tomorrow.
- 7 I'm in a bit of a quandry *whether* / *if* to accept their invitation.
- 8 *Whether* / *If* you don't like it, leave it.
- 9 It's your choice *whether* / *if* we tell the others.
- 10 I think you should choose *whether* / *if* we go for the blue or the green.

3 Complete each of the following sentences with a suitable word or phrase.

- 1 What the verdict hinges reliable the landlady's testimony is seen to be.
- 2 Whether the imprisoned serial killer will ever only the Justice Minister can answer.
- 3 Why he suddenly threw promising career in the police force is anybody's guess.
- 4 How becoming overcrowded is obviously a consideration when judges are sentencing.
- 5 What to regular recidivists is clearly a problem.

- 6 People are thinking constantly about how punishment fit the crime.
- 7 The state really has to decide once and for all what is to with juvenile offenders.

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

CPE

Example: I don't mind going now if you want to.
up

When we go is up to you.

- 1 The police need to establish the vehicle's precise speed at the moment of impact.
fast
The police need to establish at the moment of impact.
- 2 I wonder how Peter and Anne are related.
relationship
I wonder Peter and Anne.
- 3 Do you happen to know when trains leave from here to Edinburgh?
departure
Do you happen to know from here to Edinburgh?
- 4 He didn't phone last night, which made me really angry.
infuriated
What last night.
- 5 No one seems too sure as to the actual frequency of earthquakes in the area.
often
No one seems too sure in the area.
- 6 He looked very well, I was relieved to see.
best
I was relieved to see health.
- 7 It has to be said that it is an appalling crime they accused him of.
described
They accused him of appalling crime.
- 8 You probably won't think much of it, but that's what we're going to buy nevertheless.
like
Whether what we're going to buy.
- 9 As I see it, her enthusiasm for being promoted is still open to doubt.
badly
We're still not sure this promotion.
- 10 I've no idea of how to get there, I'm afraid.
route
I've no idea which to get there, I'm afraid.

SECTION 3

To-infinitive and -ing clauses

1 POSITIONS IN A SENTENCE

We can use *to*-infinitive clauses and *-ing* clauses in similar positions:

Position	Example
as subject or complement	<i>To achieve so much by the age of twenty-five is wonderful.</i> (= written / formal) <i>It's wonderful to achieve so much by the age of twenty-five.</i> <i>Achieving so much by the age of twenty-five is wonderful.</i> <i>It's wonderful, achieving so much by the age of twenty-five.</i> (= informal)
as object	<i>I like to do the crossword.</i> <i>I like doing crosswords.</i>
after <i>be</i>	<i>My ambition is to be a surgeon.</i> <i>My biggest nightmare is completely forgetting to turn up for the exams.</i>
after nouns	<i>His plans to travel during the Christmas holiday fell apart.</i> <i>We had a problem finding a good hotel.</i>
after adjectives	<i>I was very sorry to have to tell her about the accident.</i> <i>We were happy playing in the garden.</i>
after prepositions	(Not possible with <i>to</i> -infinitive clauses) <i>I object to driving all that way.</i>

2 DIFFERENCES BETWEEN -ING AND TO-INFINITIVE

Many people have tried to establish differences in meaning between *to*-infinitive and *-ing* clauses, e.g.:

- that we use *to*-infinitive clauses to refer to possibilities, ideas and aims:
He wanted to set up business in China.
- that we use *-ing* clauses to refer more to facts and things that have already happened:
Setting up this business was really hard work.
- However, there are so many exceptions that such distinctions are often not helpful:
I'm glad to have finished that. (= fulfilled aim)
Every night I dream about winning the lottery. (= an idea)
(For verbs followed by *-ing* and *to*-infinitive see Unit 15, The Basics and Section 1)

3 ADDING A SUBJECT TO TO-INFINITIVE CLAUSES

When there is a subject in a *to*-infinitive clause, we normally add *for*:

For him to complain about being overworked is ridiculous.

- We also use *for* after some adjectives, such as *easy*, *keen*, *desperate*:

He's very keen for us to go and visit him in Canada.

4 ADDING A SUBJECT TO -ING CLAUSES

When there is a subject in an *-ing* clause, the pronoun is either possessive or objective. Possessives are more formal:

I really object to his making so much noise.

I really object to him making so much noise.

5 COMMON PHRASES

To err is human; to forgive, divine.

To be or not to be, that is the question. (Hamlet, Shakespeare)

To travel hopefully is better than to arrive.

It is better to have loved and lost than never to have loved at all. (Tennyson)

Nice to have met you.



? check

Cross out the sentence that does not contain a *to*-infinitive clause or an *-ing* clause.

- 1 I dislike having to wake up early.
- 2 Being a politician is very demanding.
- 3 Your suggestion to donate the proceeds to charity is an excellent one.
- 4 Laughing and joking, they walked out of the building together.
- 5 I'm sorry to tell you that your application was not successful.

Practice

1 Complete the sentences 1 to 10 by using the most appropriate *to*-infinitive or *-ing* clause a-j below. Use each phrase only once.

- 1 It is my intention
- 2 I am delighted
- 3 is a magnificent achievement.
- 4 can take some time.
- 5 I think there may be difficulties
- 6 is asking the impossible.
- 7 It was wrong of him to tell the boss about
- 8 The most important thing is
- 9 For a long time I considered
- 10 I consider her
- a to tell you that you have won first prize.
- b us taking an extra day's holiday.
- c to be totally unsuitable for the job.
- d Getting to know people well
- e simply giving in my notice and moving on.
- f For you to learn everybody's name on the first day
- g To have won the championship without having lost a single point
- h to try to do your best.
- i getting the new system to work properly.
- j to stand for President at the next election.

2 Rewrite each of the following as one sentence with a *to*-infinitive clause or *-ing* noun clause starting with the words given.

Example: I wish he wouldn't put that music on when I'm trying to sleep.
I object to his putting that music on when I'm trying to sleep.

- 1 I understood the plot. It wasn't a problem for me.
Understanding
- 2 The kidnapper said that he would shoot the hostages if food wasn't sent.
The kidnapper threatened
- 3 It's not often that I get the chance of going to the USA.
The opportunity
- 4 Seeing you again after all this time is wonderful.
It's
- 5 The audience couldn't understand everything she said because the subject was so difficult.
For the audience
- 6 I think it's brilliant that you managed to get such a good job.
I think your

3 At the end of all these openings, add a form of *come / coming / for coming* etc. to *England*. Write out the sentences in full using the opening given.

Example: At first I was reluctant to *come* to England.

- 1 I had no desire...
- 2 In fact I was dead set against...
- 3 But my parents wanted me...
- 4 Of course my boyfriend wouldn't let me...
- 5 But then my boss insisted on me...
- 6 I wasn't too keen...
- 7 But he made me...
- 8 Anyway, I began to have second thoughts about ...
- 9 But finally I came round to the idea of...
- 10 And I must say I don't regret...

4 Fill each of the numbered gaps with **CPE/CAE** one suitable word.

Dear John,

It is with great regret that I have to herewith give you notice that I (1) to leave the organisation at the end of next month.

I would like to say that it has been a pleasure working for you and I have (2) being part of the team. I know we have had our ups and downs and at times I must confess I resented (3) called a liar and being (4) to apologise for mistakes I had not made. However, overall, the experience has been good for me and I have taken great pleasure in (5) that experience in many ways. As you know, I have never (6) to being made the scapegoat whenever one was needed and I think you will agree that I have (7) to keep up a brave face even when I was being (8) of all kinds of heinous crimes. I have taken great (9) in doing my work well, despite your claim that I was as much good as a fart in a colander. But I know (10) me to (11) about your treatment is pointless.

(12) the boss of such a department gives you the right to be aggressive, boorish and ill-mannered. It allows you to treat your employees as if they did not exist. Whether it (13) you to call me an incompetent twit only the courts will decide.

My (14) now are to have a holiday and then to look for a position in which I will not be subjected to continual abuse and bullying. My next step will be to (15) you for constructive dismissal.

Thank you for giving me three wonderful years of employment.

SECTION 4

Reference: *this, that, these, those; such; so*

1 THIS/THESE v. THAT/THOSE: TIME AND DISTANCE

We use *this* and *these* as both pronouns and determiners to refer to things that are closer in time or distance. We use *that* and *those* for more distant things:

In those days people only had radios, whereas these days everybody watches television.

- The word we use may depend on how close or distant we 'feel' to the thing we are talking about:
'What do you think of **these** new digital televisions?'
'Oh, **those** are a waste of money.'

2 THIS, THAT, THESE: REFERRING BACK

We use *this* and *that* to refer back to previously stated ideas. In writing, *this* is more common than *that*. We use *this* especially when we want to say more about the subject, and develop a point:

*Television was invented by Baird. **This** is news to most people who assume that television just invented itself.*

- However *that's why* is more common than *this is why*:
*I hate television. **That's why** I haven't got one.*
- If a preceding paragraph contains several points, we commonly use *this* as a pronoun rather than *these* to summarise the general idea of the paragraph:
*In the 1950s and 60s, watching television had a sense of occasion. The whole family would gather round the black and white set, waiting for it to warm up. There were no remote controls, and only one or two channels. **This** has all changed now.*
- We use *these* more often as a determiner:
*All **these** shortcomings have now become history.*

3 SUCH

We can use *such* before a noun to refer back to a fact, activity or concept, meaning 'like this / that'.

With singular nouns, *such* is followed by *a / an*:

*Computers may eventually replace television, though **such a** move seems a long way off.*

- We can modify *such* with *few / all / many* or a number:
*People are predicting many things about the future of technology. **Few such** predictions become reality.*

4 SO AND NOT AS PRONOUNS

We can use *so* to replace adjectives or noun phrases after a link verb in common combinations, e.g. *become so, remain so*:

*I was **very happy** but my wife was rather **less so**.*

*He was **an enormous influence on me** as a student and **remained so** in later life.*

- We use *do so* to replace a verb and its object or complement:
'Could you **write up a report on the visit for me?**' 'I've **already done so**.'
- *So*, and sometimes *not*, can replace a *that*-clause, especially after *be* and the following report verbs:
appear seem believe expect hope imagine think suppose guess reckon
'I hope **that you have a nice journey**.' 'I **hope so** too.'
'Have you got the flowers?' 'I'm **afraid not**.'
- We say *I don't expect so, I don't think so* rather than *I expect not, I think not*. On the other hand, we say *I hope not* and can't say *I don't hope so*.
- In responses we can use some transitive verbs without *so* or an object:
*I **know**. I **understand**.*
- We can use *so* at the beginning of a phrase in these types of sentence:
'He's late again.' '**So it appears**.' or: '**So it would appear**.'
'We were convinced we would win and **so it turned out**.' 'They're here.' '**So they are!**'

5 COMMON PHRASES

*That's **that**. We've finished. **That's it!** I quit!*

*'What have you been doing?' 'Oh, **this and that**.'*

*'Did you get a pay rise?' '**No such luck**.'*

*Sea levels are rising, or **so they say**.*

*If you insist on doing it your way, **so be it**.*

? check

Underline the most likely alternative.

- 1 I don't like game shows. *These / Such* programmes I find an insult to the intelligence.
- 2 She didn't even say 'Thank you'. *That / This* is the last time I do her any favours.
- 3 She told lies about me to the neighbours and she even tried to steal my tools. *These are / That is* why I refuse to speak to her.
- 4 They were asked to sign a declaration condemning the authorities but many refused to do *such / so*.
- 5 It must be very difficult to become a ballet dancer, or at any rate *this / so* I imagine.

Practice

- 1** Complete each of the sentences with *so*, *such*, *that*, *this*, *these* or *those*.

Example: You were told to wear a tie. Why didn't you do *so*?

- 1 I'm always out when my favourite TV programme is on.'s why I bought a VCR.
- 2 Different channels seem to have different weather forecasts. How can things happen?
- 3 Channel 4 is supposed to be for people who like documentaries while Channel 3 is for who enjoy soap operas.
- 4 Cheap programmes, amateur production values, unimaginative programming: are just some of the reasons for the channel's failure.
- 5 Videotape is a thing of the past – or they say.
- 6 Commercial television needs to satisfy the advertisers with its programming. State television has no obligation.
- 7 Satellite and cable have led to a massive increase in the number of channels. Many would say that has also led to a reduction in quality.
- 8 'It looks like digital television will be taking over.' 'It certainly seems

- 2** Match the five sentences (1–5), with the most appropriate response (a–e).

- 1 Will it be all right to borrow his paper?
 - 2 Thanks for putting me up at such short notice.
 - 3 Would they dare to put us on a three-day working week?
 - 4 They're finally going to get married then.
 - 5 Sorry, we've decided to give the job to Anna and not you.
- a That's all right, dear.
b I should think so.
c That's that, then.
d I sincerely hope not.
e So it seems.

- 3** Match the five sentences (1–5), with the most appropriate response (a–e).

- 1 I've been here for getting on for a year now.
 - 2 You've got a stain on your sleeve.
 - 3 What are you up to this weekend?
 - 4 So you didn't win the lottery then?
 - 5 He can't have left the office, yet, can he?
- a This and that.
b So have I.
c So I have.
d I wouldn't have thought so.
e No such luck.

- 4** Fill each of the numbered gaps with **CPE/CAE** one suitable word.

The events that have rocked Europe in the past fifty years and had a profound effect on (1) who witnessed them have to a certain extent passed me by, or (2) it sometimes seems. (3) a statement may seem odd coming from a fifty-year-old man who is interested in history. But, for example, I was too young to appreciate what was happening in Hungary in 1956. In (4) days we had no television at home and I was too young to read newspapers. Prague in 1968 found me on a remote island with no TV. (5) is why the tanks in the square I only really remember from black and white front-page photos, and even (6) memories have faded to sepia, as it were. Then there was Gdansk and the shipyards. Again at that time I was living without the benefit of moving pictures and gained a rather vague impression of events from the radio. Many other (7) landmark events have not left me with clear animated images. I never really 'saw' the momentous Berlin Wall destruction in 1989. As with the other occasions, (8) was one that I experienced through words rather than pictures, even more (9) than Czechoslovakia '68. The effect was (10) of reading a novel as opposed to watching a play and, despite my now having seen some news footage, has remained (11) to (12) day. All (13) events have entered my subconscious, as have countless others, but they have done (14) only with my own very subjective and vague impressions, and for someone who is so interested in history, I'm not sure that I really like (15)

Vocabulary

SECTION 5

Reference words and phrases

1 SPECIFIC REFERENCE WORDS

We use a range of words and phrases to refer to something that has gone before or is about to come:

The former is / are not as complex as the latter.
The aforementioned incident took place on Monday.
The facts are as follows:...
Please note the following terms and conditions:...
Please return to the undersigned.
Send to the above address / to the address below.

2 INTRODUCING THE TOPIC

We can use a number of common phrases to introduce our terms of reference:

Regarding payment, As regards price,
With regard to cost, As for food, As to whether...
In economic terms, Financially speaking,
In terms of comfort, Apropos of convenience,

1 Fill in the missing word in each of these phrases.

- a regards payment,
- b regard to a discount,
- c When it comes paying,
- d With reference your invoice,
- e the question of commission,

3 BEING MORE SPECIFIC

We can use a range of words and phrases to add precise information to a general statement:

Our options, namely English for Business or Tourism,...
The business students, in particular / particularly those in the marketing department,...
The town's student discos, notably Enfer, Alcatraz and Diablo, are offering...
Some employees, or to be more specific, those in Section A, are...

4 ARRANGING DATA

We use a number of words and common phrases to express how information is arranged. For example:

I've worked on this three days consecutively / running.
Yuko and Yuki got an A and a C respectively.
List the battles in chronological order. By first name?
In order of importance? Or (totally) at random?
Are they arranged alphabetically or chronologically?

2 Fill in the missing preposition in each of these phrases.

- | | |
|--------------------------------|-------------------|
| a according age | b random |
| c the oldest to | d order of |
| youngest | seniority |
| e alphabetically surname | f numerical |
| | order |
| g alternate days | h the trot |

5 MOVING FROM ONE POINT TO ANOTHER

In conversation we often move from point to point in a haphazard way:

Oh, by the way Before I forget Incidentally
Oh, that reminds me Speaking of which
While I think of it

In writing, we try and move from one topic or point to another smoothly and logically. We even indicate the order in which we want to make our point:

First, Firstly, Secondly, Thirdly, Finally,
In conclusion, Last but not least, To sum up

6 REFERRING FORWARD AND BACK

We use many phrases – often sentence adverbials (see Unit 7, Section 5) – that refer to what has gone before or which lead on to more information.

Sometimes these refer to time:

at that time in those days in such a situation

They may express result or consequence:

because of that accordingly consequently
as a result that being the case

They may express concession or contrast:

However Nevertheless Be that as it may
On the other hand And yet

They may show that you want to say more:

Furthermore What is more To cap it all
And as if that were not enough

They may advise the reader or listener of the type of information to follow:

Not surprisingly As you would expect
It goes without saying that To no one's surprise
Believe it or not To everyone's utter amazement
oddly enough Contrary to expectations

We can lead from one point to the next within a sentence, often with a phrase involving which:

... at which point the debate reached stalemate.
... as a result of which half the cabinet resigned.

3 Which of these phrases announce surprising information?

*In addition Hard as it is to believe Obviously
Amazingly enough Quite inexplicably As predicted
As one would expect Contrary to forecasts*

7 VERBS THAT FOCUS ON A REFERENCE

There are many verbs we can use to focus attention on a particular reference point:

*highlight focus on make mention of refer to
point out pinpoint spell out pin down
emphasise lay stress on underline point up
By all means make mention of our mistakes but lay
stress on the incompetence of our suppliers.*

8 VERBS THAT FOCUS IN AN INDIRECT WAY

We can also use certain verbs to focus indirectly, but so that the listener / reader can guess what we mean. Here are some examples:

*imply indicate hint at suggest insinuate
intimate*

Practice

1 Fill each of the numbered blanks with one suitable word.

As a follow-up to our series on the two major football clubs in Manchester, (1) United and City, we (2) attention this week on the big two North London teams, Arsenal and Tottenham Hotspur. For the uninitiated, the (3) are commonly referred to as simply 'Spurs', while the (4) glory in the nickname 'The Gunners'. In the 1997-98 season, they finished first and seventeenth (5) in the Premiership. What is (6), Arsenal went on to win the Double, that is to (7) the League Championship and the FA Cup, while Spurs struggled. To make matters even (8), apart from (9) aforementioned titles going Arsenal's way, Tottenham fans had to watch as their West London rivals, Chelsea, carried off the now defunct European Cup-winners Cup. And to (10) it all, their team finished below their East London rivals, West Ham, in the league. The reasons for (11) mixed fortunes are hard to fathom. (12) paper, both first-team squads look strong. In financial (13), both are reasonably secure and when it (14) to cash for buying new players, the money is generally available. As (15) the current season, Arsenal are looking ominously strong again while Spurs look distinctly vulnerable, to say the least.

2 Underline the word, a, b, c or d, that best completes each sentence.

- The are of the opinion that they have been badly treated.
a underwritten b undersigned c below
d initialled
- As a partner I accept full responsibility but by the same I feel others should too.
a sign b reference c token d meaning
- When it to helping with the housework, he is absolutely hopeless.
a refers b goes c comes d amounts
- He had an awful crash when he was twenty, since he has been a model driver.
a this b when c that d then

3 Read the two texts below and decide which answer (A, B, C or D) best fits each gap.

CPE

Britain likes to present itself as a multi-cultural society which, in (1) of integrating ethnic minorities, has gone further than most of its neighbours, (2) those closest to home. Be that as it (3), there can be no denying the racial tensions that remain in our inner cities, (4) only last week by the tragic death of an Asian 16-year-old outside 'The Voodoo Club' in Branklesfield. (5) the boy in question had spilt a glass of something over a regular customer at the (6) club. If true, it was the last mistake of his life.

- | | | | |
|------------------|-------------|-----------------|----------------|
| 1 A conditions | B regards | C terms | D ways |
| 2 A particularly | B specially | C peculiarly | D let alone |
| 3 A be | B may | C could | D will |
| 4 A highlighted | B focussed | C pinpointed | D specified |
| 5 A Apparently | B Obviously | C Provisionally | D Consequently |
| 6 A spoken | B above | C apropos | D aforesaid |

It goes (1) saying that in the early years of their relationship a child is more dependent on its parent(s) than the other way (2) (3), a point is clearly reached at which it is children who become more important to their parents than the (4) Interestingly (5), nearly all the people we spoke to (6) the birth of their own first child as the watershed.

- | | | | |
|-----------------|--------------|------------|-----------------------|
| 1 A with | B without | C except | D for |
| 2 A out | B up | C round | D over |
| 3 A However | B Similarly | C Likewise | D This being the case |
| 4 A alternative | B alternate | C converse | D inverse |
| 5 A this | B yet | C in | D enough |
| 6 A heralded | B pinpointed | C focussed | D referred |

SECTION 6

Lack, shortage and excess

We can use a wide range of vocabulary to express lack, need, sufficiency and excess:

- verbs and verbal phrases:
to need to require to be in need of
(could) do with to lack to be crying out for
(could) do without to satisfy a need
to overdo it to stuff yourself
- to be + adjective + dependent preposition:
to be short of to be lacking in to be low in / on
to be devoid of to be high on to be blessed with
- adjective + noun collocations:
in desperate need of in abject poverty
an acute shortage in dire need severe deficiency
an acceptable level untapped resources
untold wealth / luxury easy money
a plentiful/ample supply

1 Fill each gap below with a word from the section above.

The have-nots

In San Minimo there was poverty. There were insufficient crops and an shortage of drinking water. Inadequate sanitation meant that standards of hygiene fell well below an norm. Rice was scarce and many were suffering from severe vitamin What food they got was in protein and nutritional value.

We can also use collocations with adverbs and, of course, idiomatic phrases:

- adverb + adjective collocations:
severely lacking in desperately short of
desperately poor barely adequate
fabulously wealthy filthy / obscenely rich
- adverb + verb collocations:
badly need urgently require obviously lack
want something desperately grossly over-eat
freely indulge
- idiomatic phrases:
down-at-heel down and out on the breadline
to run short of to be strapped for cash
more than enough to have more money than sense
to be rolling in it to (your) heart's content
in abundance to want for nothing

2 Fill each gap below with a word from the two sections above.

The haves

In Santa Maxima people were well-to-do, well off and They ate and drank to their hearts' and often to excess. They had a supply of delicacies to eat and fine wine to drink. There was an of natural resources and manifold crops were plentiful. Most people wanted for ; they had mountains of food, stacks of money, heaps of stocks and shares and piles and piles of bonds and other assets.

Practice

1 The stories of Santa Maxima and San Minimo continue below. Fill each of the numbered blanks with one of the words given.

- 1 wine hard up untold full butter need
overweight fleets brimming surfeit fraction
surplus excessive unimaginable overdid

In Santa Maxima no one knew what it meant to be (1) Santa Maximans were (2) of optimism and (3) over with confidence. When they hit the big time, their wealth became (4) and they lived in a (5) of luxury and – often – with a (6) of fat. (7) and over-indulgent, with (8) riches and (9) wealth, they (10) everything, with their (11) of cars, their (12) mountains, (13) lakes and overconsumption, desperately in (14) of a modicum of self-control to consume a (15) of what was theirs to use. That was how life was in Santa Maxima before the revolution.

- 2 dire lack utter hardship short scraps
non-existent empty drop devoid basic bereft
scarcity clear lacking

(1) of medical supplies, San Minimo was in (2) need of help and there was a (3) need for urgent action. There was a serious (4) of any kind of expertise and their educational system was virtually (5) With the (6) of food and (7) commodities, babies were being born (8) of all hope and (9) in fundamental human rights. Whenever war broke out, they suffered even greater (10)

After each war, when the country needed completely restructuring, the Government was (11) of ideas. Survivors lived on (12) of food, hardly a (13) of water and just crumbs of hope from aid agencies. They existed in (14) degradation, undernourished, underfed, running on (15), with more than enough dreams for the whole world. That was how life was in San Minimo before the revolution.

2 Rewrite each sentence using the two words below it.

- 1 We need somebody like you to help us.
in / assistance
- 2 He may be inexperienced but he makes up for it by being enthusiastic.
what / lacks
- 3 The pay increase didn't come up to our expectations.
short / hoped
- 4 The company's profits have nearly doubled.
up / 100%
- 5 We don't have to do anything about payment yet.
need / done
- 6 The fact that they have so few vitamins in their diet is their biggest problem.
vitamin / heart
- 7 'I guarantee you'll have everything you want,' the old man said to her.
want / nothing
- 8 There don't seem to be many talented athletes around at the moment.
suffering / paucity

3 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given. This word must not be altered in any way.

CAE

- 1 She was allowed everything she wanted as a child.
nothing
She was a child.
- 2 They could play on the computer for as long as they wanted to.
hearts
They were allowed content.

- 3 Better education is something the country simply can't do without.
crying
The country education.
- 4 There was a mountain of food on each plate.
piled
The food plate.
- 5 She certainly doesn't have an abundance of self-confidence.
being
She could self-confident.
- 6 I don't know how I can stretch my finances until payday.
hardly
Until payday on.
- 7 At the moment there are sufficient restaurants in this area.
short
This area at this moment.
- 8 We can't go on much longer without a stable government.
urgent
We are stable government.



Well-heeled

down-at-heel



Exam practice 10

1 Fill each of the numbered blanks with **one** suitable word.

Some people have a touching faith in the intelligence and sensitivity of dolphins. A long scientific study has recently reported (0) *that* they are (1) highly intelligent that, given the chance, they would spend their time reading the *London Review of Books* and listening to Wagner. As far as I am concerned, the height of dolphinkind's achievements are in a dolphinarium, where they learn (2) to jump out of a pool to snatch a fish from a blonde in a wet suit. I completely fail to understand (3), armed with (4) slender evidence, people can make their extraordinary claims for the swimming mammal's superior brainpower. Dogs, after all, can be trained in much the same way but (5) anyone to (6) similar claims of massive IQ for a dog (7) a stick would be clearly ridiculous. If dolphins are (8) clever, how come they keep (9) caught in those tuna nets? I can't understand (10) they don't swim the other way. Have they got highly developed communication skills or haven't they? (11) dolphins are playful is indisputable, as is the (12) that (13) them to do tricks is relatively easy. During the Cold War, the US Navy trained dolphins to (14) out highly dangerous mine-clearing work. If anything, (15) strikes me as conclusive proof of lack of intelligence.

Score _____

2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

Example:

Why didn't they publish the exam results in the normal way?

purpose

What *was their purpose in not publishing* the exam results in the normal way?

16 The likely final cost will determine our decision.

depends

What our decision is likely to be.

17 The existence of her financial problems only became clear later.

debt

That only became clear later.

18 His belief in ghosts is a bit of a mystery to me.

incomprehensible

I find in ghosts.

19 My brother's refusal even to discuss the issue really annoys me.

irritated

What even to discuss the issue.

20 He learned Russian in six weeks, which was pretty good going for him.

impressive

For him to have achievement.

21 You can complain all you want, but you still have to practise if you want to be any good.

like

Whether you still have to practise if you want to be any good.

22 Can you arrange this list of American Presidents from the earliest to the most recent?

put

Can you order?

23 I've forgotten my sandwiches on three consecutive days this week, which was really annoying.

running

I've forgotten my sandwiches , which was really annoying.

Score _____



3 Read the two texts below and decide which answer (A, B, C or D) best fits each gap.

There are a few things to keep in mind when planning the perfect picnic. It cannot be (24) enough that the whole point of a picnic is that everything should be easily portable, both food and seats. There should be a (25) supply of food and drink for everybody. (26), don't (27) it: there's no fun in completely (28) yourself to the point where you feel so bloated you can't even get home. And it goes without (29) that you should only take tables and chairs if you can actually carry them.

- | | | | |
|--------------------|--------------|--------------|----------------|
| 24 A overestimated | B pinpointed | C stressed | D focussed |
| 25 A plentiful | B fruitful | C productive | D passable |
| 26 A Indeed | B Yet | C However | D Incidentally |
| 27 A overtake | B overcome | C overburden | D overdo |
| 28 A cramming | B packing | C stuffing | D satisfying |
| 29 A saying | B speaking | C telling | D referencing |

If there is a fruit that perfectly evokes summer, it must be the melon. Melons of all shapes and sizes, (30) up in (31) on sunny, dusty Mediterranean roads, perfumed and juicy and cheap as chips. You can gorge yourself to your heart's (32) What is (33), melons are great energy food. They contain high (34) of fructose which gives a slow-releasing energy, making them particularly good as a breakfast food. If you're unlucky and buy a melon that (35) flavour, drizzle over some lemon juice and a teaspoon or so of sugar.

- | | | | |
|---------------|-------------|----------------|-------------|
| 30 A piled | B massed | C hoarded | D stored |
| 31 A wealth | B richness | C abundance | D bounty |
| 32 A fullness | B happiness | C satisfaction | D content |
| 33 A more | B also | C additional | D extra |
| 34 A amounts | B levels | C numbers | D incidence |
| 35 A requires | B needs | C lacks | D adds |

Score _____

TOTAL SCORE _____



Progress test 2 (testing contents of Units 1–10)

- 1 Fill each of the numbered blanks in the passage with **one** suitable word.

We have all seen (0) *some* documentary or other following the fortunes of a (1) of elephants and cannot fail to have been struck by the uniqueness of the beast. (2) it uses its trunk to pull up a (3) of grass to eat may not seem that remarkable but (4) is often not recognised is just how versatile this appendage is. It employs (5) and every one of the sixty thousand muscles in its two-metre length to perform (6) delicate tasks as removing thorns or gripping a thin stick (7) firmly, without breaking it, (8) only another elephant can pull it away. The trunk also serves (9) a snorkel as its owner swims for miles (10) a submarine. (11) only does it do service as a food provider, though that it does (12) is one of its most important functions; it also acts as a kind of sense antenna (13) that pythons lurking nearby are readily detected. Extraordinary (14) it may seem, the trunk also acts as a means of communication, purring with pleasure, roaring to express anger and trumpeting in (15) to draw attention to its owner's plight.

- 2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words.

Example:

- 0 Here's my mobile phone number so that you can contact me if you need to.
case
Here's my mobile phone number *in case you need to get in touch* with me.
- 16 If we delay too long, we are unlikely to clinch the deal.
less
The to clinch the deal.
- 17 The inhabitants were far worse-off twenty years ago than they are now.
nowhere
The inhabitants are were twenty years ago.
- 18 This number should not be rung except in cases of emergency.
call
Only this number.
- 19 It was difficult to understand her colleagues' overt hostility towards her proposal.
openly
That her colleagues was difficult to understand.
- 20 She didn't tell the librarian she had lost the book, so as not to have to pay for it.
fear
She didn't tell the librarian she had lost the book pay for it.
- 21 I just had to tell him how much I had enjoyed meeting him.
pleasure
I just had to tell him him.
- 22 The intentions of the last government were far clearer than the present one's.
like
The present government's the previous one's.
- 23 I've often contemplated emigrating.
thought
Many's emigrating.



- 24 We will of course take into account her comparative youth.

allowances

We will of course comparatively young.

- 25 He was driving so fast that there was no way he was going to stop.

such

He was driving no way of stopping.



- 3 Think of **one** word only which can be used appropriately in all three sentences.

Example:

With this new government, there are signs that the economy is starting to up.

I went to over my friend's new house last night.

My advice is never back: just think about the future.

look

- 26 Enthusiasm for the project was sadly

The champion is in any kind of humility.

The team are still a good central defender.

- 27 Tourists inevitably to the main square in the Old Town.

A of geese suddenly flew overhead.

Most of the farmer's have been infected by a mysterious virus.

- 28 A of flame shot towards us.

I've got an enormous blister on the of my left foot.

In the old days kids would play for hours with a of string and a pair of scissors.

- 29 The crime very rarely seems to go down.

Most writers her as the most promising playwright around.

At this we'll have spent all our money by the end of week one.

- 30 I will try with all the at my disposal.

The situation is by no hopeless.

The llama is the main of transport in that part of the world.

- 31 Considering the of his injuries, he's remaining remarkably cheerful.

It's the parents who, to a lesser or greater, are normally to blame.

The full of the disaster was not immediately obvious.

- 32 There's chance you'll get some kind of grant for your studies.

..... so often he completely loses his composure.

She had reason to feel cheated.

- 33 Earthquakes sometimes seem to come so soon one after

..... few years and she'll be a world champion.

Shoplifting's one thing; robbery with violence is quite

- 34 A of what you fancy never did you any harm.

..... did I think I would ever be in a position like this.

He has intelligence, ambition and no charm.

- 35 Do you Swedish magazines?

I think we should take of the situation as of now.

They are thought to be building up a of weapons.



4 Read the text below. Use the word given in **CAPITALS** at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning **(0)**.

The crime rate statistics continue to make **(0)** *depressing* reading.
 True, there has been a slight fall in the number of burglaries over the past twelve months, but this is more than made up for by a **(36)** leap in the cases of street muggings and aggravated assaults. **(37)** Jonathan Steadman, 48, **(38)** by a department of the Metropolitan Police, makes the point: 'What we are seeing is a result of better home **(39)** systems, burglar alarms, **(40)** locks, etc. Last year's burglar has become this year's pickpocket and **(41)** It has **(42)** dawned on the nation's thieves that it is **(43)** easier to snatch the odd handbag or lie in wait for a solitary walker than to go to the unnecessary **(44)** of **(45)** a hi-tech alarm system.

(0) DEPRESS

- (36)** SUBSTANCE
- (37)** CRIME
- (38)** EMPLOY
- (39)** SECURE
- (40)** SAFE
- (41)** MUG
- (42)** APPEAR
- (43)** MEASURE
- (44)** LONG
- (45)** ACTIVE

SCORE _____



5 Read the text below and decide which answer (A, B, C or D) best fills each gap.

While the world's media have been making (46) of the extraordinary situation in ladies' tennis where two American sisters are (47) for the world number one spot, something (48) more (49) has been happening on the other side of the world. The Australian cricket team, (50) question the best in the world over the past decade, amazingly (51) boasts a pair of twins, (52) Steve and Mark Waugh. And they are not just there to (53) up the numbers: one is the captain and a (54) of strength in every respect. The other is also (55) one of the five top players in the world. (56) , both of them have not just enjoyed (57) success; they have retained this status for year after year, (58) since they were callow youths. (59) twin talks much to or about the other nowadays. 'We said (60) we had to say to each other when we were boys,' one is reputed to have said recently. 'What more have we got to say?'

- | | | | |
|----------------------|---------------|----------------|------------------|
| 46 A hay | B best | C time | D much |
| 47 A vying | B serving | C doubling | D leading |
| 48 A as | B still | C albeit | D quite |
| 49 A noticeable | B perceptible | C remarkable | D detectable |
| 50 A beside | B without | C above | D out of |
| 51 A this | B it | C enough | D that |
| 52 A notably | B thus | C evidently | D namely |
| 53 A take | B put | C make | D fill |
| 54 A column | B tower | C member | D limb |
| 55 A argumentatively | B arguing | C arguably | D argued |
| 56 A Moreover | B Apparently | C By and large | D In other words |
| 57 A part-time | B short-time | C short-lived | D long-term |
| 58 A even | B once | C ever | D also |
| 59 A Both | B Either | C Another | D Neither |
| 60 A what | B that | C something | D which |

Score

TOTAL SCORE

Relative clauses

Entry test

- 1 Fill each of the blanks with one suitable word.

When I was at school, maths was a subject which I could simply never get on (1) This dislike, the (2) of which was that I failed most exams in the subject, was a standing joke amongst my friends, (3) of whom had the slightest problem with the most abstruse calculations. (4) who did find themselves struggling tended to all sit together at the back of the class, which is (5) we gained the nickname of 'The back-row innumerates'. Nothing (6) any teacher could do seemed to help and little (7) they said stayed between my ears. I left school at sixteen, (8) when I have become a very successful accountant.

FOR WORDS USED WITH RELATIVE PRONOUNS, SEE SECTION 1.

- 2 Fill each of the blanks with one suitable word.

My uncle nearly always turned up late to family gatherings. The reasons (1) gave, (2) from exploding tyres to an escaped tiger on the by-pass, were always inventive and entertaining. He was a man (3) of convincing anybody of the most unlikely tales, even my aunt, (4) by many to be a shrewd and no-nonsense character. In fact, the only person (5) realise the stories were total fabrication was me. I remember one story (6) told about an underground train suddenly (7) out of the ground in front of him and blocking the road. My aunt was fascinated.

FOR OMITTING RELATIVE PRONOUNS AND REPLACING RELATIVE CLAUSES WITH OTHER STRUCTURES, SEE SECTION 2.

- 3 Rewrite each sentence beginning with the nominal pronoun given so that it is similar in meaning to the first sentence.

EXAMPLE: The manager will never be satisfied, no matter what we do.

Whatever *we do*, the manager will never be satisfied.

- a I think this office could really do with a coffee-making machine.
What
- b We have had very little rain over the past few months and even the bit we did have didn't last long.
What
- c The reasons for her disappearance remain shrouded in mystery.
Why
- d It's up to you to decide the way you want to live your life.
How
- e Modern traffic and pollution problems are the responsibility of the person who invented the car.
Whoever

FOR NOMINAL RELATIVE CLAUSES, SEE SECTION 3.

TOTAL SCORE

THE BASICS

1 DEFINING AND NON-DEFINING RELATIVE CLAUSES

A defining clause (also called 'an identifying clause') gives essential information about a noun:

People **who talk too much** annoy me intensely.
I'd like to marry someone **whose star sign is Libra**.

- Without the clause, the meaning of the sentence is different:

People annoy me intensely. I'd like to marry someone.

A non-defining (or 'non-identifying') clause gives additional information about a noun:

My younger brother, **who is painfully shy**, rarely speaks to anyone.
This watch, **which I was given for Christmas**, keeps perfect time.

- Without the clause, the main information of the sentence remains the same:
My younger brother rarely speaks to anyone.
This watch keeps perfect time.
- In writing, we use commas to separate non-defining clauses from the rest of the sentence.

2 PEOPLE OR THINGS?

We use *who*, *whom* (or more informally *that*) for people, and *that* or *which* for things, or for groups of people (a team etc.). We use *whose* for both (see 6 below):

It's usually the mother **who / that** has most influence on young children.
Nepal is a country **that / which** has always interested me.

3 WHO OR WHOM?

Whom is an object pronoun, *who* is a subject pronoun:

I had further discussions with Andreas, **whom** I had met the previous week. I don't like men **who** wear perfume.

- However, *whom* is now considered very formal and we often use *who* instead:

I saw John, **who** I had met the previous week.

(See Watch out! opposite)

4 WHERE AND WHEN

With relative clauses of place and time, we can use *where* and *when* instead of a preposition + *which*:

Tuesday is the day **when** (or: **on which**) I go to the fitness club. The school **where** (or: **at which**) I first studied English is on Thassos.

5 POSITIONS OF RELATIVE PRONOUNS

Relative pronouns usually immediately follow the noun they refer to:

~~X The film was very interesting that we saw.~~

✓ The film **that** we saw was very interesting.

- A common exception, especially in newspaper reports, is when the noun and relative clause(s) are separated by another noun phrase:
Is Richard Branson, **the Virgin boss**, **whose attempts to fly round the world in a hot air balloon have all ended in failure**, a better businessman than pilot?

6 WHOSE

Whose is a possessive relative pronoun. It's a determiner and so can only be used before a noun:

My uncle, **whose house** we stayed in every summer, never had any children of his own.

- We use *whose* with both people and things, but of *which* is more common with things:
The house, **the gardens of which** sloped down to the beach, was enormous. The house, **whose gardens** sloped down to the beach, was enormous.
- We commonly use *with*:
The house, **with gardens that** sloped down to the beach, was enormous.

watch out!

- We use *whom*, not *who*, after prepositions and phrases like *most of*, *all of*:
~~X That's the man to who I sold my car.~~
~~Several people came, most of who I hadn't met before.~~
✓ That's the man **to whom** I sold my car. Several people came, **most of whom** I hadn't met before.
- We can't use *that* after prepositions or in non-defining clauses:
~~X My father, that has recently retired, spends all day reading the newspaper.~~
~~This is the house in that I grew up.~~
✓ My father, **who** has recently retired, spends all day reading the newspaper. This is the house **in which** I grew up / **that** I grew up in.

SECTION I

Words used with relative pronouns

1 PREPOSITIONS IN RELATIVE CLAUSES

When a preposition is necessary, it can go before the relative pronoun or at the end of the relative clause. When it goes before, it is generally more formal:

- ✗ *Chemistry is a subject ~~which~~ I always had problems.*
- ✓ *Chemistry is a subject **which** I always had problems **with**.* *Chemistry is a subject **with** **which** I always had problems.* (= more formal)
- We use many fixed prepositional phrases with *which* (and *when*) in non-defining relative clauses:
*It might rain, **in which case** we'll get back as soon as possible.*
*The hero died, **at which point** the curtain came down.*
*There was a scandal, **as a result of which** all the ministers resigned.*
*There was another scandal, **the result of which** was **that** the President himself resigned.*
*He stopped playing in 1995, **since when** he hasn't kicked a ball.*
*Plant them out in May, **by when** (or: **by which time**) the risk of frost will have passed.*

2 RELATIVE CLAUSES AFTER PRONOUNS

Defining relative clauses often follow these pronouns:

*someone anyone something anything
 everything all many those some nothing
 little much*

*Many **who** saw the film were unimpressed.*

- Instead of using *which*, we commonly use *that*, or omit the relative pronoun, when the pronoun is impersonal (*anything*, *something*, *nothing*, etc.):
*I'm ready for **anything that** happens.*
***Anything** you can do I can do better.*
- After the personal pronouns we use relative clauses only in formal or literary English:
*He **who** laughs last laughs longest.* (proverb)
*...**we that** are young*
Shall never see so much, or live so long.
(King Lear, Shakespeare)
- Those in structures like the following example nearly always refers to people rather than things:
*Will all **those who** want to go please raise their hands?*
- *Much that* and *little that* are fairly formal:
***Much that** has been done here is of profound significance. I will tell you the **little that** I know.*

watch out!

The relative pronoun acts as both a linking word and a pronoun. It replaces other pronouns:

- ✗ *That was a very interesting film ~~which~~ we saw it.*
The man ~~who~~ ~~he~~ called yesterday has just come in.
- ✓ *That was a very interesting film **which** we saw.*
*The man **who** called yesterday has just come in.*

3 RELATIVE PRONOUNS AFTER SOME OF, ALL OF, ETC.

Who, whose and *which* frequently combine with *all of*, *some of*, *several of*, *both of* and other quantifiers:

*I bought a load of apples, **three quarters of which** were bad.*

*Thousands of people, **none of whom** realised what was about to happen, had come to Dallas to see the President.*

4 WHICH WITH OTHER WH-WORDS

We can use *which* with other *wh*-words in non-defining clauses:

*He arrived at six, **which was when** the diamonds went missing.*

*She left her address, **which was how** we contacted her.*

*All delegates are in the lecture theatre, **which is where** you should be.*

*His fingerprints were all over it, **which was what** gave him away.*

*She had become separated from her mother in the shop, **which was why** she was crying.*

? check

Correct these sentences.

- 1 My sister, who I am always being compared, is actually two years older than me.
- 2 His second symphony, which I heard it last night, is not nearly as good as his first.
- 3 I'm afraid that under the circumstances there is little which we can do.
- 4 Many people were hurt in the explosion, several of who were standing a hundred metres away.
- 5 She's always open to new ideas, that is what I really like about her.

Practice

1 Use one of the relative pronouns below to fill the gaps in the following sentences.

Example: The team who/which/that wins will qualify for the final.

who whom that whose which

- 1 Wasn't there some German or Czech author beginning with a K in novels individuals got lost in bureaucratic mazes?
- 2 We are blessed with good health, for we should all be grateful.
- 3 Anything you want you can have.
- 4 All want to help should leave their contribution in this box.
- 5 Much has been said will soon be forgotten.
- 6 We bought six loaves of bread for the party, half of weren't touched.
- 7 My daughter invited five of her friends to dinner, none of expressed any kind of thanks.
- 8 We had quite an informal supper actually, is what may not have pleased them.

2 Rewrite each of the following sentences to include the word *which* and another *wh*-word.

Example: I had a holiday in Rome last year and that's the place it all began.

I had a holiday in Rome last year, which is where it all began.

- 1 I met him in May and it was then that I fell in love with him.
- 2 We met because a friend introduced us.
- 3 He had the most beautiful smile and it was that that attracted me initially.
- 4 We spent a weekend in Venice and that was the place we decided to get engaged.
- 5 We had a big white wedding and that was something I'd always wanted.

3 Underline the options that can complete each sentence. In each case, one, two or three may be possible.

- 1 My tennis-playing friend retired in 1996, he had earned over £3 million.
a by which time b since when c at which point d when
- 2 Over there are the twelfth-century dungeons, hundreds of well-known people were tortured.

a when b where c in which d from whose

- 3 My parents, speak fluent French, are off to Paris for a week.
a that b neither of who c both of whom d who
- 4 There is a company, escapes me, that sells such things.
a the name of which b its name c whose name d that
- 5 I was interested to see that who felt strongly about the issue were getting very worked up.
a many b all c those d these

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

CPE

Example: My thanks to my family, who made all of this possible.

none

My thanks to my family, without whom none of this would have been possible.

- 1 There were a lot of survivors and most of them were in pain.
majority
There were a lot of survivors, the were in pain.
- 2 We are holding a meeting to acquaint the public with the facts.
purpose
We are holding a meeting, to acquaint the public with the facts.
- 3 When the fire spread, the theatre was cleared.
point
The fire spread, the theatre was cleared.
- 4 You can borrow up to five books at any one time from the library.
taken
There is a library, from at any one time.
- 5 Although the robbery was seen by numerous people, they were unable to identify the two men.
witnessed
None who to identify the two men.

SECTION 2

Omitting relative pronouns

1 OMITTING THE RELATIVE PRONOUN

In defining relative clauses, we often omit the relative pronoun when it is the object of the clause:

The excuse he offered was unconvincing. (= that / which omitted)

In other words: *He offered the excuse*
(subject + verb + object)

becomes: *the excuse he offered*
(object + subject + verb)

watch out!

- We can't omit the relative pronoun when it's the subject of the clause:
~~✗ The people were sitting at the back couldn't see anything.~~
 ✓ The people **who** were sitting at the back couldn't see anything.
- We can't omit the relative pronoun in non-defining clauses:
~~✗ My lawyer's excuse, he offered rather reluctantly, was that the law had recently changed.~~
 ✓ My lawyer's excuse, **which** he offered rather reluctantly, was that the law had recently changed.

2 REPLACING RELATIVE CLAUSES

-ing forms

We can use -ing forms after nouns and pronouns in a 'reduced' defining relative clause:

*The people **sitting** at the back couldn't see anything.*
(sitting = who were sitting)

- With this structure, we can use stative verbs not commonly found in the Continuous (see Unit 1, Section 5):
*Anyone **wanting** to go on the excursion should go to reception.* (wanting = who wants)
*They found several boxes **containing** explosives.* (containing = which contained)
- We can omit the -ing form when it's followed by a prepositional phrase of place:
*The people **at the back** couldn't see anything.*

Past participles and adjectives

We can use past participles after nouns in a 'reduced' defining relative clause:

*All **those selected** will be informed by five o'clock on Friday.* (= who are / have been selected)

***The man arrested** last night has yet to be charged.*
(= who was arrested)

- We can do the same with some adjectives:
*I used to work for **a man capable** of all sorts of dishonesty.* (= a man who was / is capable)
*We will do **everything possible** to ensure you get your money back.* (= everything that is possible)

to-infinitives

To-infinitives can sometimes replace relative clauses containing modal verbs:

*The woman **to talk to** is over there.* (= who you should talk to)

*I haven't got a thing **to wear**.* (= that I can wear)

- We can also use to-infinitives after quantifiers and anything, nobody, etc:
*There is **a lot to do**.* (= which we need to do)
*Is there **anything left to eat**?* (= which we can eat)
- We can also use to-infinitives after phrases like the next, the first, etc:
*He was **the only man to believe** us.* (= who believed us)
***The next person to walk** through that door will get a surprise.* (= who walks)

3 NON-DEFINING DESCRIPTIVE CLAUSES

As well as non-defining relative clauses, we can add participle or noun phrases to give extra information about a noun:

*The three men, **laughing and joking**, burst in through the door.*
*The town, **devastated by three recent earthquakes**, has an almost unreal atmosphere.*
*Brazil, **the largest South American country**, is in many ways different from its neighbours.*

? check

Tick (✓) the sentences that are correct.

- 1 The man was by the door beckoned me over.
- 2 The annual fair, has been running for centuries, brings the whole city to a halt for two days.
- 3 The car in front is likely to break down any minute.
- 4 John is the man to ask if you have any questions about grammar.
- 5 Thessaloniki, in the north of Greece, is the second largest city in the country.

Practice

1 In each of the following sentences there is one word missing. Mark the place with / and write the word in the space given.

Example: The third person / finish will get a bronze medal. to

- 1 Most of the dates were suggested simply weren't practicable.
- 2 The police are looking for a man a pale blue denim jacket.
- 3 Children up in this day and age are surrounded by information technology.
- 4 Houses a hundred years ago are generally sturdier than more modern ones.
- 5 She's such an honest girl, of ever telling a lie.
- 6 The next pupil make that noise will be sent out of the classroom.
- 7 He's the first rower to won five consecutive gold medals.
- 8 The match, by millions on television, was not particularly good.

2 Fill each of the numbered blanks in this passage with one suitable word but only if a word is necessary. Some blanks can remain empty.

The first few days were some of the worst (1) I have ever experienced. I had known homesickness before but nothing (2) was remotely like this. The thought of spending three months there, so far from the people (3) I loved, filled me with absolute terror. I spent hours wandering empty corridors like a little boy (4) , looking for someone (5) ask the way. Anyone (6) me must have thought I was stupid. (7) of understanding what I was supposed to be doing, I was an outsider (8) must have been a source of great concern to those (9) for looking after us. I was always the last (10) arrive at the office and the first (11) left in the afternoon, a dejected figure thoroughly (12) up with the whole thing. I simply ignored any fellow trainee (13) tried to be friendly. Well-meaning people (14) to help I thought of as merely a nuisance. I just sat there, hoping not to be the one (15) be asked the next question, not knowing where to put myself. As time wore on, it did get slightly better.

3 Fill each of the gaps with one suitable word.

- 1 The houses into last night had all had their back doors forced open.
- 2 Three youths possession of firearms were apprehended early this morning.
- 3 Two other suspects into custody were later released.
- 4 Four more men the description by witnesses are still at large.
- 5 The occupants reported a number of valuable articles this morning.
- 6 In one house a jewellery box a priceless diamond ring is known to have been taken.

4 In most pairs of lines there is one unnecessary word. For each pair of numbered lines (1–13), write the unnecessary word in the space. Indicate the correct pairs with a (✓). The exercise begins with two examples.

CAE

- 0 We like to think this is a good school, which offering a lot which
- 00 to many people. However, no school is perfect, so we are ✓
- 1 asking you to fill in this questionnaire that about your
- 2 time here. We will be happy if you have been happy, but
- 3 we will also be interested in that what has not pleased you.
- 4 Looking back, do you think the homework was set gave
- 5 you sufficient practice in the English what you needed?
- 6 Did the students were studying in your class have a level
- 7 of English similar abilities to yours?
- 8 Did you have sufficient guidance from staff on which
- 9 the best ways of developing your linguistic skills?
- 10 Were the materials that presented to you of interest and
- 11 of benefit, and bearing in mind you were on a short course?
- 12 Did the lessons you had that really teach you how to speak
- 13 English and help you how to understand English better?

SECTION 3

Nominal relative clauses

1 WHAT ARE NOMINAL RELATIVE CLAUSES?

In nominal relative clauses, the relative pronoun acts like a noun and a linking relative pronoun working together. The most common nominal relative pronoun is *what*, meaning 'the thing(s) which':

*This is just **what** we need.*

***What** I want is a bigger computer.*

- Note that a nominal relative pronoun replaces the noun:

✗ *Here's the ticket ~~what~~ I was looking for.*

✓ *Here's **what** I was looking for.*

- Because a nominal relative pronoun replaces the noun it refers to, we don't need another pronoun or relative pronoun:

✗ *They were referring to ~~what~~ ~~that~~ we discussed.*

✓ *They were referring to **what** we discussed.*

2 OTHER NOMINAL RELATIVE PRONOUNS

We can also use other words as nominal relative pronouns, to replace noun and relative pronoun:

whatever *I'll do **whatever** the boss wants me to.*

(= anything that)

whoever *You can invite **whoever** you like. (= anybody who)*

whichever *Choose **whichever** you like: they're all good.*

(= any one that)

when *We just talked about **when** we'd first met.*

(= the occasion on which)

where *Believe it or not, this is **where** I first met my wife. (= the place in / at which)*

who *Bernadette? That's not **who** I thought you meant. (= the person who)*

how *Great coffee! Just **how** I like it. (= the way that)*

why *I know you like chocolate; that's **why** I bought you some. (= the reason that)*

- We can use *whoever*, *whatever* and *whichever* as both adverb phrases and nominal relative pronouns. In the latter, we omit the noun or pronoun that the relative pronoun refers to:

***Whatever** I do, it's wrong. (= adverb phrase)*

***Whatever** I do is wrong. (= nominal relative pronoun)*

***Whichever** computer you choose, it will be expensive (= adverb phrase)*

*Take **whichever** you like. (= nominal relative clause)*

3 NOMINAL RELATIVE PRONOUNS FOLLOWED BY A TO-INFINITIVE

When, who, what, where and how can be followed by a to-infinitive:

*Good leadership is largely a question of deciding **when** to take action.*

*I really did want to pay but I didn't know **who** to ask.*

*I just don't know **what** to do about this leak.*

***Where** to sleep is my biggest problem at the moment.*

*I don't know **how** to tell you this.*

4 WHAT BEFORE A NOUN

We can use *what* before a noun:

*I gave the beggar **what** change I had.*

***What** experience I have of carpentry is rather limited, I'm afraid.*

- When we use *what* like this, it means 'all the change' and 'all my experience', but also suggests that there wasn't or isn't much.

5 WHICH

We use *which* to refer back to a whole clause rather than the preceding noun only (see Section 1.4):

*He only did what anyone else would do in that situation, **which** is panic.*

*The piano required several men to lift it, **which** was perhaps not surprising.*



? check

Tick (✓) the sentences that contain a nominal relative clause. Underline the clause – there may be more than one in each sentence.

- 1 That's exactly what I was going to say.
- 2 They first met in Paris, where they got married fifteen years later.
- 3 It's not what you know, it's who you know.
- 4 We need someone who knows something about washing machines.
- 5 I can't remember when he said he'd call back.

Practice

1 Fill each of the blanks in the following sentences with one of the words listed.

who whoever what whatever which where how whichever

- 1 That's exactly I was going to suggest we stayed.
- 2 According to her, I do is wrong.
- 3 We're not fussy here; we take on shows any talent whatsoever.
- 4 Putting an even heavier tax on petrol is I think we can solve our traffic problems.
- 5 hand she writes with, her handwriting is perfectly legible.
- 6 Can you advise me to go and see with this problem?
- 7 I offered her little I had.
- 8 I spoke to John this afternoon, is something I've been meaning to do for ages.

2 Fill each of the blanks with *which*, *that* or *what*.

- 1 Do you remember he was found guilty of in the end?
- 2 Anything goes wrong will be your responsibility.
- 3 The pace of life in the city is puts me off.
- 4 I can't decide of these two CDs to buy.
- 5 I'd really like to be a tax inspector, you may think is a little foolish.
- 6 to do next is our main problem.
- 7 I would always give him little I happened to have on me.
- 8 little I happened to have I would give someone like that.
- 9 This isn't I expected at all.
- 10 There's sport on all three channels; I don't know to watch.

3 Underline the options that can complete each sentence. One, two or three may be acceptable. Underlining '-' as an option means that no word is necessary.

- 1 You can say you like, there's no substitute for hard work.
a what b that c whichever d whatever
- 2 The only way you'll be able to contact her is by e-mail.
a that b which c what d -
- 3 That's about all I have to say.
a which b this c - d that
- 4 I can't believe these students have learnt.
a how much b the little c what d whichever
- 5 I don't think he's he claims to be.
a what b whoever c that d the man
- 6 They all passed is considered an extremely difficult exam.
a what b that c this d which
- 7 You can come you like.
a which b when c whenever d whichever day
- 8 you need is a holiday.
a That b What c Which d The thing
- 9 I'm beginning to think that people say about him is true.
a which b things c what d -
- 10 we extricate ourselves from this with any dignity is anybody's guess.
a However b That c Whenever d How

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

CPE

Example: I was so shocked that I was lost for words.
what

I was so shocked that I *didn't know what* to say.

- 1 She said something that was not at all polite.
extremely
What impolite.
- 2 I can't decide on the best way of telling her what's happened.
break
I can't decide how her.
- 3 No matter what the outcome of the election, things will continue the same.
nothing
Whichever change.
- 4 You could write what I know about computers on a postage stamp.
knowledge
What written on a postage stamp.
- 5 I always thought Paris would look and feel exactly like this.
imagined
This be.
- 6 Can you remember the subject of our conversation last week?
talking
Can you remember what last week?

Vocabulary

SECTION 4

Nouns from phrasal verbs

1 FORMING NOUNS FROM PHRASAL VERBS

Many compound nouns are derived from phrasal verbs:

- I would appreciate your **input** on this matter.*
*There seems to be a **breakdown** in communications.*
*Have you ever taken part in a **phone-in**?*

Here are some more examples:

outgoings **bystander** **onlooker** **takeover** **takeaway**
lift-off **income** **walk-out** **backwash**

- Some of these nouns have the particle as the first part of the word, some have it as the second. When the particle is second, we sometimes use a hyphen and sometimes form a single word. There seem to be no rules on this. The stress is always on the first part of the noun, whichever form it takes:

underpass **intake** **output** **outbreak**
setback **printout** **pay-out** **break-up**

A few phrasal verbs can form both types of noun, though there are usually differences in meaning and collocation:

- There has been an **outbreak** of meningitis.*
*A mass **breakout** from the prison was narrowly avoided.*

- We sometimes use the -ing form of some phrasal verbs to produce a noun:
setting-up **opening-up** **closing-down** **dressing-down**
- There are a few three-word noun phrases deriving from phrasal verbs:
hand-me-downs **a pick-me-up**
- Some phrasal verbs can be used to form adjectives. They tend to form strong collocations:
a stand-up comedian **a put-up** job **a get-out** clause
knock-down prices **a throwaway** line **cut-off** point

1 Put one of the compound nouns or adjectives above in each of the gaps in these sentences.

- Following the civil war, the in the provision of medical care led to an of cholera.
- The disappointingly low of new students represents a severe to the school's financial health.
- They inserted a clause in my contract and a point by which the work should be completed.

2 DIFFERENCES BETWEEN NOUNS AND PHRASAL VERB

Not all the meanings of a phrasal verb may be present in the corresponding noun. For example, there is no noun deriving from the verb **work out** with the meaning of 'calculate':

*I tried to **work out** how much I need to live on.*

But there is a noun deriving from **work out** meaning 'exercise':

*He **works out** most mornings.*

*He had a gentle **workout** in the gym.*

- As with phrasal verbs, the corresponding nouns may have more than one meaning:
*He did a hilarious **take-off** of the boss's wife.*
 (= impersonation) *Flight LH496 is ready for **take-off**.*
 (= act of a plane leaving the ground)
- Sometimes there is a difference in meaning or use between the phrasal verb and the noun:
Look out! *There's a bus coming.* **The outlook** is bleak.
*He **checked out** of his hotel at dawn.* **There are thirty-six check-outs** in our supermarket.
- Often the noun is much more common than the verb, which may have almost disappeared from current use. Here are some examples:
feedback **backlash** **outcome** **outcry** **drawback**
- On the other hand, many common phrasal verbs don't have a corresponding noun. We use another noun:
*Money suddenly started **flowing in**.* **There was a sudden influx** of money.
*Ring me **up** later.* **Give me a ring** later.

2 Use one of the above nouns to fill the gaps in each of these sentences.

- Excessive interference from the European Union has led to an anti-European amongst politicians.
- There is always a huge of tourists in this city in August.
- The over the next few days is warm but humid.

Practice

1 Underline the option that best completes each sentence.

- Unless she makes a dramatic recovery, her will have to play the part.
 a onlooker b outcast c stand-in
- I don't mind wearing my big brother's
 a pick-me-ups b turn-ups c hand-me-downs

- 3 How do you account for the manager's fiery yesterday afternoon?
a output b outburst c outcry
- 4 There was a sudden and we ran for cover.
a downpour b fallout c outburst
- 5 Management are threatening a on punctuality and the dress code.
a backlash b whip-round c crackdown
- 6 She gave her young son a real
a telling-off b shoot-out c offspring
- 7 There has been a welcome of peace in Europe.
a outbreak b outcry c break-out
- 8 The President's ultimate was due to his excessive arrogance.
a turnout b downfall c output
- 9 Some might say the telegraph was, indirectly, the original to the Internet and beyond.
a break-out b breakdown c breakthrough

2 Match the following nouns (1–10) with the newspaper headlines (a–j). You may need to make some nouns plural.

- | | | | |
|------------|------------|-----------|---------------|
| 1 output | 4 lift-off | 7 rip-off | 9 break-out |
| 2 outcome | 5 outcry | 8 pile-up | 10 setting-up |
| 3 takeover | 6 breakup | | |

a 2 OUT OF 3 MARRIAGE TO DO WITH MONEY

b Another motorway – 20 vehicles involved

c UP BY 30% – BOOM TIME AT CAR PLANT

d 'IT'S A ' SAYS HOUSEWIFE MAGGIE AS SERVICE COSTS ROCKET

e MASS FROM CALIFORNIAN PRISONS

f Shuttle on schedule

g PUBLIC AS 'LIFERS' ARE RELEASED

h of negotiations still in doubt

i GOVERNMENT PROMISES OF ASSEMBLIES IN MORE REGIONS

j Many held up by Monopolies Commission

- 3** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

Example: Let's hope there isn't another wave of mad cow disease in this country.

outbreak

Let's hope this country *doesn't* experience another outbreak of mad cow disease.

- Scientists recognised the problem from the very beginning.
onset
Right the problem.
- As soon as the disease is contracted, the symptoms become apparent.
onset
The symptoms the disease.
- There was a storm of protest against government inactivity.
outcry
There was government inactivity.
- Many think the government was guilty of trying to hide the facts.
cover-up
Many think there the facts by the government.
- Other politicians seemed more concerned with how many illegal immigrants were entering the country.
influx
Other politicians seemed more concerned the country.
- They pointed out that there were a number of ways in which the current system was less than perfect.
drawbacks
They pointed out that there were the current system.

SECTION 5

Problems and solutions

1 WHERE DO OUR PROBLEMS COME FROM?

Many verbs collocate with the noun *problem* (see Unit 1, Section 6 for an introduction to collocation):

Problems can arise / crop up / present themselves / recur. A recurring problem is one of the worst!

- We can also use other verbs and phrases:
We encounter / experience difficulties. Sometimes we hit a snag. We come up against a brick wall and find something (like money) a stumbling block.

2 WHERE ARE WE WHEN PROBLEMS ARISE?

We use several common phrases to describe a problematical situation. Here are some examples:

in a quandary in a dilemma in dire straits in a predicament

- More informally we can use:
a bit stuck in a jam in a fix in a hole in trouble

3 HOW TO FACE PROBLEMS

We use many verbs and common verb phrases to talk about how we face problems:

One solution is to run away from them, ignore them, bury our heads in the sand, hope they'll go away. We may wash our hands of the matter, shirk our responsibility, pass the buck. But then this may come back to haunt us one day.

No doubt the best solution is to confront the problem (head-on), tackle it, deal with it, sort it out on the spot / there and then. Perhaps we should take the bull by the horns, say 'The buck stops here', stand up and be counted, shoulder the responsibility and sort it out once and for all.

4 SOLUTIONS TO PROBLEMS AND THEIR OUTCOME

We can also use many verbs in collocations to talk about how we deal with problems:

If there are doubts and uncertainties, we must dispel them.

Standards must be maintained.

Deadlines and demands must be met.

The mission must be accomplished and success must be achieved.

Minor details can be ironed out later.

1 Fill each of the gaps with one of these verbs.

overcome averted reached struck restored

- Agreement can be
- A deal can be
- These obstacles must be
- In this way a disaster would be
- Confidence will be

5 IDIOMATIC PHRASES

English is full of idiomatic phrases relating to problems and solutions:

He's been a fly in the ointment / a real headache / a pain in the neck.

2 Underline the option that best completes the idiomatic phrase.

- Let's bury the *axe / hatchet*.
- We've turned the *corner / switch*.
- You'll rise *above / over* it.
- We've got our backs to the *wall / sun*.
- We're in a *tight corner / bend*.
- Don't put all your *shopping / eggs* in one basket.

6 INSOLUBLE PROBLEMS

Sometimes problems can be so serious that there is no apparent solution:

His behaviour is incomprehensible.

The operation is irreversible.

3 Use the following adjectives to complete the collocation.

insurmountable unfathomable incurable irreparable unavoidable indecipherable

- | | |
|---------------------|-------------------|
| a an delay | d damage |
| b an disease | e obstacles |
| c handwriting | f reasons |

Practice

1 Complete each sentence with a suitable phrase.

- I'm a bit as to how to deal with the situation.
- I think we should just wash the matter entirely.
- You shouldn't try to run problems.
- We seem to up against an insoluble problem this time.
- Don't bury sand; face facts.
- I'm confident these final details out.

2 Fill each of the gaps with one of the adjectives listed.

Example: O incomprehensible

unpronounceable inconsolable unworkable insoluble
unmanageable (incomprehensible) unapproachable
illegible unintelligible uncontrollable incompatible

- (0) His sudden outburst at the mention of Linda was totally
- 1 I think you'll find ultimately that your plan is totally
- 2 With his grunts and sideways looks the boss gives the impression of being extremely
- 3 What was written on the fax from Mongolia was almost totally
- 4 Though they had a few hobbies in common, the couple acknowledged that they were
- 5 What the interpreter said was virtually
- 6 We did our best but the problem proved
- 7 A Polish name with eight consonants and a 'y' is practically for an English mouth.
- 8 I've been to almost every salon in town but my hair is still
- 9 I sometimes have this almost urge to run down our street with no clothes on.
- 10 She burst into tears when he left and was for some hours afterwards.

3 Rewrite each of the following sentences in two different ways using the prompt words that follow.

Example: I wish someone could help me out of this predicament.

get/rails hand/trouble

I wish someone could get my life back on the rails.

I wish someone could lend a hand to get me out of trouble.

- 1 The doctor said that what I had was incurable.
not/cured no/cure
- 2 It's a makeshift solution but it will do for the moment.
long-term/suffice permanently/being
- 3 The ageing process is regrettably irreversible.
nothing/done unfortunately/impossible
- 4 It's high time this dispute was settled.
gone/enough high/solution
- 5 You can't duck your paternal responsibilities.
turn/back run/from
- 6 In the event of something going wrong, just contact me.
anything/untoward should/arise

- 7 The issue of police behaviour at demonstrations should be urgently addressed.
badly/dealing could/being
- 8 Your direct intervention might alleviate this problematical situation.
improved/if better/by

4 Underline the option, a, b, c or d, that best completes each sentence.

- 1 He's been going through a bad for some time.
a streak b mess c front d patch
- 2 You really must yourself together.
a grip b pull c sort d draw
- 3 Perhaps we could try and our little misunderstanding of last week.
a work out b polish off c clear up d wear off
- 4 The wound will in a week or two.
a heal b cure c remedy d cover
- 5 He's experienced something of a in his fortunes lately.
a hole b snag c dip d hitch
- 6 Sooner or later you'll have to your problems head-on.
a tackle b overcome c clear d settle
- 7 I think there's only one person who can with this problem.
a handle b solve c deal d tackle
- 8 One of us must ensure that standards are
a accomplished b retained c maintained d followed

5 Read the text below and decide which answer (A, B, C or D) best fits each gap.

CPE

Brad was in a (1) Knowing you have a criminal friend is a (2) many people have to come to terms with. Knowing you have a murdering friend is something else. Tom was (3) between honouring a friendship that stretched back nearly twenty years and doing what he knew to be right. He lay, pondering the (4) of action open to him, knowing full well that whichever he took might come back to (5) him one day. He also knew that this was one situation that was not going to (6) itself.

- 1 A problem B loss C quandary D trouble
2 A dilemma B poser C decision D snag
3 A stretched B suspended C ripped D torn
4 A steps B courses C measures D pieces
5 A haunt B exacerbate C affront D encounter
6 A solve B work C iron D resolve



Exam practice 11

1 Fill each of the numbered blanks with one suitable word.

In the spring of 1778, the French revolutionary Talleyrand went to pay his respects to Voltaire. Even in a society (1) the worldliness of the clergy was notorious, (2) was a little unseemly. The ink (3) hardly dried on his theology degree from the Sorbonne before the young priest, by (4) a delegate to the Assembly of the Clergy, hastened to do homage to the most notorious scourge of the Church. The visit (5) was undertaking had a flavour of filial impiety to it; Talleyrand was undoubtedly in search of a father figure (6) satisfactory than his natural parents. It was (7) who had placed him in the hands of a nurse and she (8) had let him drop from a cabinet, (9) a bone in his foot (10) would never mend. Disgraced as a cripple, the young Talleyrand was, in effect, also disinherited. For a boy (11) could neither fence nor dance could never hope to succeed either at court or in the army, (12) only two callings (13) for someone of his background. Only one possible course (14): a career in the Church, (15) which, it was plain early on though, he had the deepest aversion.

2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

Do not change the word given. You must use between **three** and **eight** words, including the word given.

Example:

A lot of people protested over increased petrol prices.

outcry

There *was a big outcry over* increased petrol prices.

16 A lot of the country's two million unemployed will probably never work again.

many

There are two million will probably never work again.

17 My biggest headache is accommodation for next week.

stay

Where me most at the moment.

18 I don't know who painted this, but he was a genius.

artist

Whoever the a genius.

19 The principal will make a speech and present you with your certificate.

receive

A speech will be made your certificate.

20 There weren't many proposals at all and most of them came from the boss.

mainly

What came from the boss.

21 There were some complaints, most of them concerning the food.

majority

There were some complaints, concerned the food.

22 The employers' lock-out is a result of the workers' threat to strike.

go

The workers why the bosses started the lock-out.

23 We were able to contact him because we had his e-mail address.

touch

We had his e-mail address, which is with him.

24 If she's not there, we'll just pin a message on her back door.

case

She may just pin a message on her back door.



3 Read the text below. Use the word given in **CAPITALS** at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning **(0)**:

For some days after the earthquake, things seemed to be at a **(0)** *standstill*. There had been an almost total **(25)** in the country's communications systems and much of the infrastructure had suffered **(26)** damage. Fears of a serious **(27)** of disease were rising by the hour. Attempts to rescue, help and salvage had met with **(28)** obstacles and each new initiative had encountered one **(29)** after another. And then the rains had come, making any rescue schemes already underway quite **(30)** For some days television pictures relayed to the world the epitome of an **(31)** problem, mothers clinging to their **(32)** in metre-high waters, homeless, and totally **(33)** Etched on their faces was the certain knowledge that the **(34)** of killer diseases was imminent.

- (0)** STILL
(25) BREAK
(26) REPAIR
(27) BREAK

(28) SURMOUNT
(29) BACK

(30) WORK
(31) SOLVE
(32) SPRING
(33) CONSOLE
(34) SET

4 Read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap.

She is still an incomparable star. Granted, there was that **(35)** some months ago about the apathy of concert-goers. There was her own rather dubious **(36)** in terms of recent albums. There was even a torrential **(37)** half an hour before the concert, which might have dampened the most devoted fan's enthusiasm. But no. She proved once and for all that age need not be a stumbling **(38)** when it comes to stage performance and **(39)** rumours – at least for the time being – that she was irreversibly over the hill. If the sight of screaming teenagers alongside the toe-tapping 40-somethings is to be believed, some performers can **(40)** the generation gap with consummate ease.

- | | | | |
|-------------------------------|-------------------|--------------------|-------------------|
| 35 A outburst | B fall-out | C breakout | D take-off |
| 36 A out-take | B offcut | C output | D input |
| 37 A outpouring | B downfall | C downpour | D put-down |
| 38 A step | B stone | C mat | D block |
| 39 A distanced | B expelled | C dispelled | D evaded |
| 40 A leap | B bridge | C fill | D jump |

TOTAL SCORE

Emphasis

Entry test

- 1 Rewrite each of the following sentences using the new opening word.

EXAMPLE: I have no idea where he went after that.
Where *he went after that* I have no idea.

- a Peter rushed into the room, looking hot and flushed.
Into
- b I can't believe him opening a restaurant at his age.
That
- c I would love to play tennis at international level.
To
- d Her problem is that software like this is new to her.
Never
- e My business partner's ability to make money is nothing short of incredible.
It

FOR FRONTING, SEE SECTION 1.

- 2 Finish each of the following sentences using new beginnings that fit with the endings given.

EXAMPLE: Catriona's timely intervention prevented the situation from descending into chaos.
It was thanks to Catriona that the situation didn't descend into chaos.

- a Not until after six o'clock did Carolyn get there.
..... after six o'clock that Carolyn got there.
- b I wasn't surprised that we'd lost the match.
..... as no surprise that we'd lost the match.
- c I don't have to point out how late it is.
..... for me to point out how late it is.
- d Interest in digital television has grown over the last year.
..... Interest in digital television over the last year.
- e Their recklessness is unforgivable, if you ask me.
..... unforgivable that they are so reckless.

FOR INTRODUCTORY THERE AND IT, SEE SECTION 2.

- 3 Fill each of the gaps in these sentences with a suitable word or phrase.

EXAMPLE: What I *liked* most about the film was the fantastic ending.

- a You look tired; what a good holiday.
- b It's not serious; all that I bumped slightly into the car in front.
- c It was Ruth to answering the phone eventually.
- d It visit to Oxford that I first realised I could speak English quite fluently.
- e It was only realised what the time was that I understood why it was so dark.

FOR EMPHASIS USING WHAT, ALL, AND IT, SEE SECTION 3.

- 4 Rewrite each of the following sentences using the word or phrase given.

EXAMPLE: Everyone approved of the decision to implement tougher parking restrictions.

approval

There was unanimous approval of the decision to implement tougher parking restrictions.

- a I've never been particularly interested in stamp collecting.
much interest
- b Chris says she doesn't really want to go to the science museum at all.
no real desire
- c That Tim is able to create chaos around him never fails to astound me.
ability
- d I was surprised at the lengths he was prepared to go to to achieve his aims.
found
- e Everyone condemned the decision to knock down the historic building.
met with

FOR NOMINALISATION, SEE SECTION 4.

TOTAL SCORE

THE BASICS

We can emphasise words or parts of sentences in a variety of ways.

1 STRESS AND INTONATION

When speaking, we can stress a word and give it a higher pitch. In writing, we can use italics or underline the word:

I said I liked the blue ones, not the green.

Oh, for goodness' sake, what is it this time?

2 USING STRONGER WORDS

We can emphasise our feelings by using nouns, adjectives, verbs, etc. with a stronger meaning:

*Our team **hammered** the opposition five-nil.*

(= defeated)

*I found her life story **absolutely riveting**.*

(= very interesting)

3 ADDING OTHER WORDS

We can emphasise our feelings by adding words and phrases. For example:

- by adding *do*:

*But it's true! I **did** give it back to you!*

- by adding intensifying words and phrases (see Section 6):

*My son's **really** good at basketball.*

*My hosts **went to considerable lengths** to make sure I was comfortable.*

- by adding reflexive pronouns (also called 'emphatic' pronouns) (see also Unit 14, Section 1):

*He managed to do it **himself**.*

- by adding other pronouns (see also Unit 9, Section 1):

*Greene and Bailey **both** finished with a time of 10.02 seconds.*

- by adding link words and phrases:

*They **not only** look similar, they sound the same as well.*

4 REPETITION

We can also repeat words in order to emphasise them:

*That was the worst song I've **ever** heard or **ever** want to hear.*

*The pile gave off a terrible **smell**, a **smell** which reminded her of her husband's socks.*

- We can repeat words linked with *and* or a preposition:
*He **ran and ran** until he could go no further.*
- This is especially common with time phrases:
*I've told you **time and time again** not to pick your nose.*
*This question keeps coming up **year after year**.*

5 SENTENCE ADVERBIALS

We also use adverbs that emphasise the whole sentence (see also Unit 7, Section 5):

***Above all**, we must stay calm.*

*You look a complete mess, **to put it mildly**.*

6 PASSIVES

By changing the order of subject and object, and by sometimes omitting the agent, the passive helps us change the emphasis of a sentence from who did it, to what happened (see Unit 2):

Manchester United have beaten Arsenal again.

becomes: *Arsenal have been beaten again.*

7 OTHER GRAMMATICAL CHANGES

The following sections of this Unit describe other grammatical changes we make to emphasise words or parts of a sentence:

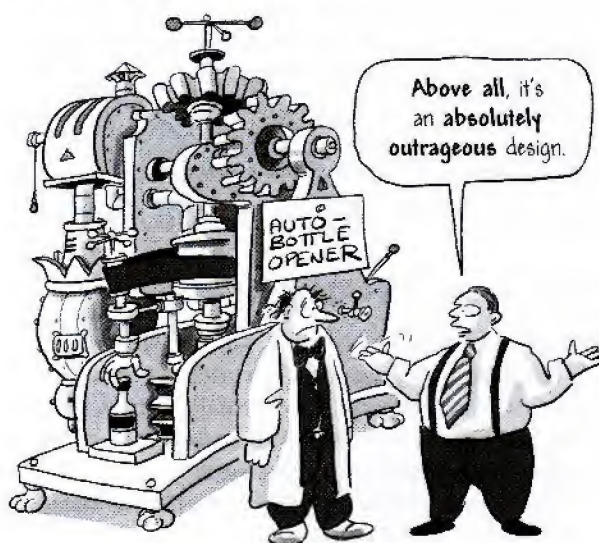
fronting (see Section 1)

introductory *there* and *it* (see Section 2)

emphasis using *what*, *all* and *it* (see Section 3)

nominalisation (see Section 4)

(For inversion after negative adverbs, see Unit 7, Section 2.)



SECTION I

Fronting

1 WHAT IS FRONTING?

Fronting involves moving an object, verb or adverbial phrase to a position before the subject:

Usual	Fronted
<i>The door opened and Daphne came in.</i>	<i>The door opened and in came Daphne.</i>
<i>I don't know what we're going to do.</i>	<i>What we're going to do I don't know.</i>
<i>His second book was particularly good.</i>	<i>Particularly good was his second book.</i>
<i>The swimmers dived into the water.</i>	<i>Into the water dived the swimmers.</i>
<i>I waited all week for your phone call.</i>	<i>All week I waited for your phone call.</i>
<i>They walked slowly into the garden.</i>	<i>Slowly, they walked into the garden.</i>
<i>I've never seen anything so awful.</i>	<i>Never have I seen anything so awful.</i>

(For inversion after negative adverbs, see Unit 7, Section 2.)

watch out!

It's unusual to end a sentence with *be* as a result of fronting. Therefore we invert the subject and verb:

✗ *Lying in the field three men were.*

✓ *Lying in the field were three men.*

- When we front a prepositional phrase of place or movement, we normally invert the subject and verb. This is not usual with other prepositional phrases:

✗ *At seven o'clock arrived the removal van.*

✓ *Out of the water jumped the penguins.*

2 WHY DO WE USE FRONTING?

There are two main reasons for using fronting:

- In English the beginning of a sentence contains the topic; new information normally comes at the end (see Unit 2, The Basics). Fronting changes the order and so changes the emphasis:
I stopped work at four o'clock. (= the time is the most important information)
At four o'clock I stopped work. (= stopping work is the most important information)

- We may move information to the beginning of the sentence to provide a clear link with what comes before:

He planned to complete the painting in time for the opening ceremony. This he did, but only just.

They looked out to sea. On the horizon he could see a number of ships.

3 FRONTING NOUN CLAUSES

We can front noun clauses in fairly formal English (see Unit 10):

Where he went I have no idea.

That he ran a marathon at his age is unbelievable.

To read all Shakespeare's plays is my ambition.

- More commonly we use a *to*-infinitive or *that*-clauses after *It* (see Section 2):
It is unbelievable that he ran a marathon at his age.
It is my great ambition to read all Shakespeare's plays.

4 USING INTRODUCTION PHRASES

We often use introduction phrases, especially in spoken English, to signal that what we're about to say is important:

The thing is, I haven't got any money.

The fact remains that we've made a mistake.

The point is we should be there by now.

- We can also use phrases with the same pattern (*The + noun + be*) to focus on the point of what we are saying or writing. Here are examples:
The question is – are we ready for the radical changes being proposed?
The truth is I'm just too tired to concentrate properly.
The problem is she just refuses to work with me.
The trouble is her attitude upsets just about everyone.

? check

Tick (✓) the sentences that include examples of fronting.

- 1 Up in the air went the balloon.
- 2 Early the following morning we all got into the car.
- 3 That people should get angry nobody ever anticipated.
- 4 I rushed out of the room, grabbing my glasses from the table.
- 5 What happened next we shall find out next week.

Practice

1 Change the order of information in these sentences to emphasise a different part. Make any other necessary changes.

- 1 He burst in through the window.
- 2 They crossed the Atlantic in record time.
- 3 He destroyed the first letter.
- 4 He put the second letter into his pocket.
- 5 The letter was on the table.
- 6 It is terrible that he was punished so severely.
- 7 It is very difficult to imagine him failing.
- 8 It's perhaps not surprising that he's done so well.
- 9 I can't imagine how he got here so fast.
- 10 He's useless. That's the problem.


2 Rearrange the words in each line to make one sentence.


Example: that is incredible it it happened


It is incredible that it happened.


- 1 incredible happened is that this
- 2 amazing to want it so leave is soon she that should
- 3 soon she leave want amazing that should so is to
- 4 mystery party went after he a is where the
- 5 escaped police mystify continues how the to he
- 6 believed find that incredible I him you


3 Here is one side of a telephone conversation. Fill each of the numbered gaps with one word.


 Well, the thing (1), we haven't seen you at college for a week now.


 But the whole (2) of being a student is that you study.


 (3) you say I don't doubt is true, but the (4) remains that your attendance record leaves a lot to be desired.


 No, I think you're missing the (5), which is that unless you start attending more regularly, what (6) you had of passing your exams at the start of the course is much reduced.

 But I'm afraid lazy (7) we cannot tolerate.

 The (8) is whether you are going to start taking things seriously. (9) it difficult to get up in the morning (10) don't accept as a reasonable excuse.

 (11) is having too far to walk to the college every morning.

 Two hundred (12) we do not consider a long way.

 Eleven o'clock we do not (13) an unearthly hour for lessons to begin. One hour a day at college we do not feel (14) unreasonable imposition. Please try to attend more regularly or (15) you go on your ear.

4 Complete the

CPE

second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. **You must use between three and eight words, including the word given.**

Example: I can't believe she swam as far as that.

incredible

It is incredible that she swam as far as that.

1 When she walked in, all those old forgotten feelings returned.
back

In all those old forgotten feelings.

2 Of all the departments, casualty is easily the busiest.

hectic

By far casualty.

3 There was a letter on my desk which I had to deal with immediately.

demanding

On attention.

4 It is difficult to believe he did it entirely without help.

hard

That to credit.

5 She achieved an incredible amount by reaching the final.

formidable

For her achievement.

6 That we are making a loss is an inescapable fact.

remains

The making a loss.

7 The witches leave the stage and Macbeth enters.

on

Off Macbeth.

8 A sense of humour is the most important of the many qualities required in this job.

vital

Many qualities are required in this job a sense of humour.

SECTION 2

Introductory *there* and *it*

1 THERE AS SUBJECT

We use *there* + *be* to introduce new information. The word *there* has no real meaning in this structure – it functions as a grammatical subject:

There were two men in the room. (= Two men were in the room.)

Suddenly, there was a loud explosion.

There are sure to be casualties.

2 INTRODUCTORY IT

It often refers back to a noun or noun phrase:

Next year's sales plan is now available; it contains a few changes.

- However, sometimes *it* doesn't refer back to a noun. Instead we use *it* as a grammatical subject, especially when describing things e.g. with adjectives that can't normally function as subjects:

It's very dark in here.

It was just unbelievable what they'd done.

It smells of fish in there.

- We commonly use *it* to talk about the weather and the time:

It's raining.

It's nearly six o'clock.

watch out!

All English sentences must have a subject. When there is no obvious subject for the sentence, we generally use *There* before nouns or noun phrases and *It* before adjectives and noun clauses:

✗ *Is cold, isn't it?*

✓ *It's cold, isn't it?*

3 IT + CLAUSE

Introductory *It* often refers forward to a noun clause (see Unit 10, The Basics). The noun clause may begin with a *to*-infinitive, *-ing*, a *that*-clause or a *wh*-clause. We use this structure especially when we want to emphasise an adjective:

It's difficult to understand a word he said.

It's fun working with you.

It turned out that he was lying to us all along.

- We also use introductory *It* to avoid using noun clauses in subject position where they may be too formal:

It's amazing what you learn from hanging around bars.

What you learn from hanging around bars is amazing.

It frightens me that there are so many criminals around.

That there are so many criminals around frightens me.

5 IT + REPORT VERB

Introductory *it* is common with report verbs used in the passive (see Unit 2, Section 2.3):

It is thought that many people have been injured.

- The structure with *it* + *seem* / *appear* + *that* is common in reporting events. We also use *it would seem* / *appear that*:

It appears that he's been promoted.

It would seem that someone left the door unlocked.

6 VERBS FOLLOWED BY IT

Some verbs are commonly followed by *it* + clause:

I find it strange that they haven't told us.

I would count it an honour to be included.

People consider it inappropriate to wear jeans to such an event.

- Here are more examples of verbs we use in this way:

believe consider feel imagine think

suppose judge count reckon guess

7 COMMON PHRASES

There's no point in worrying.

It's no use crying over spilt milk.

It's no good having regrets now.

There's nothing to be gained by feeling sorry for yourself.

It occurs to me / It strikes me that you're all crazy.

It's just dawned on me what he meant.

? check

Write F next to the sentences where *it* refers forward to a clause, B next to those where *it* refers back, and ✗ next to those where *it* doesn't refer to anything in the sentence.

- 1 It's getting crowded now.
- 2 It is astonishing how often I've been asked that question.
- 3 I bought a new car and it broke down almost immediately.
- 4 What time is it?
- 5 Is it true that she's run away?

Practice

- 1 Write *there's* or *it's* in each of the gaps to complete the following sentences.

Example: *It's* a good job you told me when you did.
There's little point in going back over the same old ground.

- 1 just as well we brought our umbrellas.
- 2 a strong possibility of the chairman not making the meeting.
- 3 I gather also doubtful whether his deputy will be there.
- 4 not thought to be any serious risk involved in the operation.
- 5 no use pleading with me; I have no say in the matter whatsoever.
- 6 no shame attached to being beaten by a player of his calibre.
- 7 Don't you think any chance at all that he was unfairly dismissed?
- 8 no good feeling sorry for yourself; what's done is done.
- 9 a lot to be said for vegetarianism, in my opinion.
- 10 a shame you won't be able to see your own son receive his degree.
- 11 generally believed to be a good thing to get eight hours' sleep a night.
- 12 Wouldn't you say all a question of habit how long you need to sleep?



- 2 Complete each of the following sentences with a suitable word or phrase.

Example: It is *common* knowledge that superstitious people live longer, isn't it?

- 1 I absolutely amazing that in this day and age superstitions are so rife.
- 2 It strikes so odd that people still fret for days over a broken mirror.
- 3 Restaurants are half full of people necessary to throw a few grains of any spilt salt over their shoulders.
- 4 Most of the people I know believe be an unnecessary risk to walk under a ladder.
- 5 It is widely grown men and women that cracks in the pavement should not be stepped on.
- 6 But I must confess I consider be my major ambition in life to find a four-leaf clover.

- 3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

Example: It's no good sitting feeling sorry for yourself.

point

There is *no point in sitting* feeling sorry for yourself.

- 1 I've only just realised what our director meant by that comment.
dawned
 It our director meant by that comment.
- 2 You should have been at the party; you would have enjoyed it.
make
 It's a to the party; you would have enjoyed it.
- 3 People are optimistic about this new drug being a success.
hoped
 It this new drug will be a success.
- 4 We discovered eventually that all the goods had been stolen.
transpired
 In the that all the goods had been stolen.
- 5 Everything points towards a landslide victory for the presidential party.
indication
 There win a landslide victory.
- 6 Thank goodness we decided to come by train.
job
 It we decided to come by train.
- 7 No doubt there was a terrible row when the mistake was discovered.
sure
 There is a terrible row when the mistake was discovered.
- 8 Such behaviour can never be tolerated.
excuse
 There such behaviour.
- 9 It looks as if there's been an accident over there.
seems
 There an accident over there.
- 10 The choice of restaurant is entirely yours.
up
 It we go to.

SECTION 3

Emphasis using *what*, *all* and *it*

1 EMPHASISING AN ACTION WITH *WHAT*

To emphasise an action, we can use a structure with *what* + *do* (The full structure is *what* + subject + *do* + *be* + infinitive with or without *to*):

Usual	what...
He put the pot on the table.	What he did was (to) put the pot on the table.
I'm going to persuade him to come earlier.	What I'm going to do is persuade him to come earlier.

- We commonly use this structure when demonstrating a procedure or telling someone about a sequence of events:
What you do next is fold the top left corner back on itself.

2 OTHER WAYS OF USING *WH*-CLAUSES

We can emphasise a whole action or series of actions with a similar structure using *what* + *happen* + *be* + *that*-clause:

What happened next was (that) he dropped it.
What happened was (that) they all ran away as soon as they saw the police car coming.

- We can also use fronted *wh*-clauses with *be* as a sort of introductory phrase:
What I think is (that) she should resign.
What you need is a holiday.
What Clive is is a pain in the neck.
- Occasionally, the *what*-clause comes at the end of the sentence:
A good rest is what I need.
Your lateness is what I want to talk about.

3 USING *ALL* INSTEAD OF *WHAT*

We can use *all* instead of *what* to mean 'the only thing'. This suggests that what happens is not very big or important:

All we are going to do is take your teeth out.
All that happened was that a window was broken.

4 EMPHASISING NOUNS WITH *IT* + *BE* + *THAT* / *WHO*

To emphasise nouns, we can use a structure with *it* + *be* + noun + *that* / *who*. These structures are sometimes called 'cleft sentences':

Usual

She threw the jug out of the window.

Richard ran into the office.

Cleft sentence

It was the jug (that) she threw out of the window. (= not, for example, the cup)

or: ***It was the window (that) she threw the jug out of.*** (= not, for example, the door)

It was Richard who ran into the office. (= not Bernard)

or: ***It was the office (that) Richard ran into.*** (= not the kitchen)

- Cleft sentences allow us to stress a noun, often in contrast to what we have already said:
I love going to Cornwall in summer, but it's in winter that it's at its best.

5 EMPHASISING OTHER PARTS OF THE SENTENCE

We can also use a cleft sentence to focus on other parts of the sentence, not just nouns. We can use it:

- to emphasise an action by using a gerund:
It was learning to speak French that he found most enjoyable at school. (= not, for example, playing football)
- to emphasise a prepositional phrase:
It was from Heather that I heard the news.
It was in London that he met his first wife.
- with *because* to give reasons:
It was because you're clever that I married you.
- with *when* or *until* to emphasise time:
It was only when he phoned that I realised what had happened.
It wasn't until Tuesday that they finally delivered the equipment.

? check

Write *W* next to the sentences that contain a *what*-clause or *all*-clause, *C* next to those that contain a cleft sentence and *X* next to any that contain neither.

- What we did was to go back to the beginning and start again.
- All I'm concerned with is your progress.
- He promised to call me but it wasn't until later that week that he eventually phoned.
- It is unbelievable the lengths I had to go to in securing the contract.
- I think it's because we have the same sense of humour that we work so well together.

Practice

1 In each sentence one of the underlined words or phrases does not fit. Write the number beside it in the space and the correct word or phrase.

Example: All you (1) have to do is tell me (2) everything what (3) happened once you (4) left the hotel. 3 that

- 1 What you did (1) wrong was that (2) you started on the top coat before (3) the undercoat that was (4) dry.
- 2 All that (1) happened that I (2) told him what I thought of (3) him in no uncertain (4) terms.
- 3 It was (1) while trying (2) to mend the window when (3) I fell off the ladder.
- 4 He claimed to like (1) music but it was (2) literature what (3) he loved more than anything else (4).
- 5 All (1) I love most about the weather (2) in this country is that (3) it is totally unreliable.
- 6 He left the country at the age of (1) twenty and it was (2) only after several years when (3) he returned.
- 7 I mislaid my wedding ring once and it (1) wasn't before (2) we eventually moved house that it (3) came to light (4) again.
- 8 It's (1) not learning (2) new words that I find (3) difficult, and (4) remembering them.

2 Rewrite each of the sentences in such a way that it is as similar as possible in meaning to the sentence before it. The first word and one other is given as guidance.

Example: I know what you did to her. You broke her heart. (**What / break**)

What you did to her is break her heart.

- 1 I know what happened. You lost your nerve, didn't you?
What / chickened
- 2 I know what she did. She upset all her colleagues by being so arrogant.
What / arrogance
- 3 Do your best. That's the only thing that is important.
All / matters
- 4 I know where you made your mistake; you underestimated the competition.
Where / appreciate
- 5 I know why he was attracted to this job; he wanted to give people orders.
What / authority

3 Rewrite each sentence in three different ways. Begin with the words given.

Example: The rising tide frightened me.

- a What *frightened me was the rising tide.*
- b I was *frightened by the rising tide.*
- c It was the *rising tide that frightened me.*

- 1 We took him to the hospital.
a Where... b It was... c The hospital is...
- 2 I went to see my GP.
a My GP... b It was my GP... c The person...
- 3 The spices are amazing.
a It's the... b What... c The spices are what...
- 4 The location was important.
a It's the... b What... c The location...
- 5 I spent £15 on the ticket.
a £15 was how... b It was £15...
c The amount I...
- 6 He looks amazing for his age.
a How... b What is... c It is...

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

Example: We only noticed the stain on the carpet when everyone had gone.

until

It wasn't until everyone had gone that we noticed the stain on the carpet.

- 1 I only realised who it was when he removed his sunglasses.
recognised
It was only him.
- 2 You don't know who your real friends are until there's a crisis.
moments
It's only out who your real friends are.
- 3 His jokes in themselves aren't funny, but his delivery of them is hilarious.
tells
It's how the jokes themselves.
- 4 Your place of birth doesn't determine your accent so much as where you spend your childhood.
brought
It's where rather than your place of birth.
- 5 You're only likely to get a two per cent rise from him.
offer
All a two per cent rise.

SECTION 4

Nominalisation

1 WHAT IS NOMINALISATION?

It is often possible to use a noun group instead of one or more verb or adjective groups. This is called 'nominalisation':

The boys laughed loudly and woke up the baby.

(= This sentence consists of two actions (verb groups), one causing the other)

The boys' loud laughter woke up the baby.

(= This sentence has one thing – the boys' loud laughter (a noun group) – that causes an action)

2 WHY USE NOMINALISATION?

We use nominalisation for several reasons:

- It can change the emphasis of the sentence.
Compare:
I wasn't very well so I had to stay at home.
My poor health meant I had to stay at home.
(= nominalised)
The first sentence has two parts linked by *so*. Both parts are equally important. In the nominalised version, the action – *stay at home* – is the focus of the sentence.
- Because a lot of information can be packed into a noun group, it can make sentences shorter and leave the rest of the sentence free to add new information:

Usual	Nominalised version
<i>He had an insatiable appetite for adventure and because of this he became involved in a pioneering expedition to Antarctica.</i>	<i>His insatiable appetite for adventure led to his involvement in a pioneering expedition to Antarctica.</i>

- It can refer back to processes already mentioned:
After several days they eventually reached the summit of the mountain. The ascent left them tired and exhausted. (= Here *the ascent* summarises the whole of the process in the previous sentence)
- We often prefer to start a sentence with a noun phrase rather than a verb phrase. Compare:
They looked at the evidence and realised that there had been a miscarriage of justice.
The evidence revealed that there had been a miscarriage of justice. (= nominalised)

- Nominalised language is especially typical of formal, scientific and academic English:
This interesting Australian development was possible because of the isolation of these primitive mammals.
- Nominalisation can make it easier to be impersonal. Compare:
It's always painful when people criticise you.
Criticism is always painful. (= nominalised)

3 HAVE A ..., MAKE A..., ETC.

In more informal English, we use a number of verbs, e.g. *look, laugh, comment*, etc., as nouns with verbs such as *give, have, make, take*:

He gave a short laugh. Let's have a quick look.

She made some remark about his smelly feet.

- We do this especially if we want to use an adjective before the noun – this is more common than using a verb and adverbial phrase:
We had a long talk about it.
- Sometimes there is no comparable adverbial phrase:
She sat down and had a good cry.
- This is partly a matter of collocation:
give a shout / sigh / hug / welcome / look
have a look / belief / chat / fall / sleep
have belief / respect
take a look / bath / walk / photograph / holiday
make a comment / start / claim
make progress

? check

Underline the nominalised phrases in these examples.

- 1 A sharp fall in the value of sterling followed speculation about the Government's economic policy.
(Sterling fell sharply in value because people were speculating about what the Government planned to do about the economy.)
- 2 The total eradication of smallpox was the direct result of an intensive programme of immunisation.
(Smallpox was totally eradicated because everyone was immunised in a programme that was very intensive.)
- 3 It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife. (*Pride and Prejudice*, Jane Austen: meaning 'Everyone knows it is true that a single man who has a good fortune must want to be married.')

Practice

1 Rewrite these questions starting with *What*.

Example: How old do you have to be to hire a car?
What *is the minimum age for hiring a car?*

- How big is the room exactly?
What ?
- How fast are you allowed to drive on motorways in Britain?
What ?
- How do you think you would react if such a thing happened?
What ?
- How tall are you precisely?
What ?
- How far is it from your house to the school?
What ?
- Do you know how heavy this package is?
What ?
- Where does he stand officially in the firm's hierarchy?
What ?
- Where do the Government stand officially on capital punishment?
What ?

2 Fill the gaps in these sentences with a form of one of these verbs.

Example: The doctor wanted to *have / take* a look at my chest.

give make take have

- Can I a word with you in private?
- The boy a deep breath and dived in.
- Come on, me a cuddle.
- Can I a suggestion?
- She me a telling-off.
- I'm sure he'll a good account of himself in the match.
- She always manages to a success of things.
- Sometimes if you a good cry you feel better.
- He the trouble to visit her later in hospital.
- They us a wonderful send-off.

3 Rewrite each sentence using all the prompt words printed below it.

Example: A lot of people have complained in writing to us about how bad the food was.

received / number / written / standard

We have received a large number of written complaints about the poor standard of the food.

- I'm shocked that most members have responded so negatively to what we proposed.
shock / response / proposals / majority
- The mayor is reputedly proud of the way he looks.
reputation / pride / appearance
- A soldier must be brave, level-headed and obedient.
qualities / paramount importance
- What we spend doesn't always tally with what we earn.
sometimes / discrepancy / outgoings / earnings
- It's distinctly possible that she will not recover from her illness very rapidly.
distinct / rapid
- You needn't pay anything until you've received the goods.
There / make / before / of
- She could do with being more confident.
suffers / of
- I really did intend to try harder this term, but I haven't succeeded.
every / more / effort / met / no

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

CPE

Example: My father finds much of modern society incomprehensible.

understanding

My father *has difficulty understanding* much of modern society.

- Any traveller to the sub-continent obviously has to have a valid passport.
obligatory
Possession any traveller to the sub-continent.
- Beethoven's late quartets have been very influential on modern composers.
exerted
Beethoven's late quartets on modern composers.
- I wasn't at all surprised to find the builders had already gone home.
little
It came to find the builders had already gone home.
- One is constantly afraid of violence in some large cities.
threat
There in some large cities.

Vocabulary

SECTION 5

Intensifying and emphasising

We can emphasise the meaning of a statement in many ways.

1 POWERFUL ADJECTIVES

The choice of a strong adjective is a common device. Here are some examples:

It's very hot in here. → *It's boiling in here.*
It cost a lot. → *The price was exorbitant / extortionate / astronomical.*
It's a big problem. → *It's a monumental / vast / colossal / gigantic problem.*

2 COLLOCATION

Collocation is important when choosing strong adjectives. For example, a number of intensifying adjectives close to the meaning of 'complete' collocate with particular nouns but not with others. Here are some examples:

an eternal optimist a comprehensive defeat
sheer stupidity arrant nonsense rank disobedience
utter madness unshakeable faith
an unmitigated disaster

1 Which two of the nouns listed collocate with *utter*, which two with *sheer* and which two with *both*?

- | | | |
|--------------|---------------|--------|
| a excellence | c degradation | e ruin |
| b panic | d ecstasy | f joy |

3 ADVERBS OF DEGREE

- Adverb-adjective combinations are common to give emphasis. Here are some examples:
absolutely ridiculous totally wrong
downright rude plain stupid thoroughly ashamed
dead right utterly defenceless
that's perfectly all right
- Adverb-verb combinations are also quite common. For example:
I quite / totally agree. I quite / fully understand.
I would much / greatly appreciate it.

4 EXAGGERATION

We often use phrases that contain exaggeration to strengthen a meaning. Here are some examples:

indescribably beautiful incredibly talented
unutterably filthy unspeakably rude
inexpressibly sad infinitely better
incomparably superior

- Another way of adding more strength to a meaning is to use less frequent collocations:
delightfully eccentric perfectly awful

2 Which of the five adjectives listed does not collocate with the adverb *purely*?

hypothetical accidental correct incidental
coincidental

5 SENTENCE ADVERBIALS

Sentence adverbials (see Unit 7) can also lend emphasis to a statement. Here are some examples:

Believe it or not, ... Amazingly enough, ...
Difficult as it is to believe, ...
Incredible though it is, ...
To everyone's astonishment, ...

6 PHRASES THAT INVITE OR EXPRESS SURPRISE

We can also strengthen a statement, or question, by adding a word or short phrase before or after a key word in the sentence:

The same thing happened as recently as last week.
You can pay as much as £100 for a pair of jeans there.
No fewer than ninety students turned up for the lecture.
Bill Gates himself was at the conference. You mean the Bill Gates? The very man. What in the world was he doing there? Why on earth didn't you give him my name? Why ever didn't you tell me before?

Practice

1 Underline one, two or three of the adjectives that can complete each sentence.

Example: The runner collapsed in a state of exhaustion. sheer total full

- The fact I had done the exam essay a week earlier was luck.
pure comprehensive sheer
- It was will-power that enabled me to win.
sheer full utter

- 3 This is the thing I was dreading.
one very most
- 4 I regret any inconvenience caused.
greatly deeply strongly
- 5 The athlete has confidence in his ability.
unshakeable pure supreme
- 6 Five-nil is a win in anybody's book.
comprehensive confirmed complete
- 7 He was reprimanded for his stupidity.
crass very utter
- 8 Giving his nephew the job was favouritism.
out-and-out outright downright
- 9 Many a time he's proved to be a(n) liar.
rank compulsive inveterate
- 10 He carried off the role of Hamlet with skill.
unadulterated consummate faultless
- 11 Strange it may seem, I hate the taste of beer.
though for as
- 12 Surprisingly, I love cold tea.
or not enough about

2 Arrange these adjectives into four groups according to their meaning.

- | | | |
|----------------|--------------|----------------|
| a ludicrous | i laughable | q preposterous |
| b excruciating | j astounding | r agonising |
| c pathetic | k unbearable | s dazzling |
| d staggering | l immense | t stupendous |
| e huge | m gigantic | u vast |
| f absurd | n enormous | v colossal |
| g ridiculous | o tremendous | w brainless |
| h giant | p stunning | x fatuous |

1 big (physical size)	2 silly	3 surprising / impressive	4 painful
-----------------------------	---------	------------------------------	-----------

3 Rewrite each sentence with the two prompt words so that it is as close as possible in meaning to the sentence before it.

- 1 The sheer size of my opponent succeeded in putting me off.
alone / enough
- 2 As many as 85,000 people watched the Cup Final.
fewer / turned
- 3 What they're asking of us is eminently reasonable.
nothing / whatsoever

- 4 The party was an absolute wash-out from start to finish.
unmitigated / beginning
- 5 You don't have to pay more than £10 for a pair of shoes there.
pick / little
- 6 Are you saying it wasn't the boss who suggested a pay cut for his employees?
themselves / idea

4 In each gap in the following sentences (1–6) two of these adverbs could fit. Write the letters for two adverbs in each gap.

Example: 0: m n

- | | | |
|-----------------|---------------|-----------------|
| a sincerely | f outright | |
| b categorically | g strenuously | k quite |
| c fiercely | h noticeably | l conspicuously |
| d genuinely | i utterly | (m thoroughly) |
| e bitterly | j patently | (n strongly) |

- (0) I approve of sex education in schools.)
- 1 They both denied that they had been in any way at fault.
- 2 It's obvious that the boy has no interest in reading; why push him?
- 3 I hope that one day we shall meet again in different circumstances.
- 4 The terms of the will were contested.
- 5 He rejected the suggestion that he had been negligent.
- 6 She was one of those who were absent.

5 Read the text below and decide which answer (A, B, C or D) best fits each gap.

The idea of locking twelve strangers in a house and letting millions of the viewing public watch the minutiae of their daily routine must have seemed to some producers a (1) idiotic way of eating into their budget. But it's been proved that the doubters were (2) wrong. The sight of these (3) confident people making contact with each other, only to be kicked out of the house, (4) embarrassed, a week or ten later has gripped television audiences like few programmes before. (5) everyone's amazement, this is popular TV. But like George Orwell's 'Big Brother', it's (6) clear that television is taking us down roads that no one in their right mind would wish for the medium.

- | | | | |
|-----------------|-------------|--------------|-------------------|
| 1 A totally | B finally | C sheer | D comprehensively |
| 2 A extremely | B fully | C quite | D perfectly |
| 3 A conspicuous | B supremely | C downright | D abundantly |
| 4 A acutely | B purely | C wholly | D glaringly |
| 5 A At | B On | C By | D To |
| 6 A out-and-out | B plain | C abundantly | D outright |

SECTION 6

Negotiating and decision-making

1 NOT GIVING IN

Here are some phrases we use to show we are unwilling to make concessions. There are many others:

*stand firm not take no for an answer stay put
hold out for all you can get remain adamant
reject compromise stick to your principles*

1 To find more phrases for not giving in, fill the gaps below with one of these words.

guns ground blank inch foot heels

- a stick to your
- b not give an
- c stand your
- d dig in your
- e put your down
- f refuse point to budge

2 WEIGHING THINGS UP

Here are some phrases we use to show we are undecided and are considering issues:

*You're sitting on the fence/hedging your bets.
I must weigh things up/see both sides of the issue/
get an overview/get a balanced view.
We must bear in mind his lack of qualifications, but we
should take his experience into account/
consideration. We should also make allowances for
his youth. Considering his age, he's done remarkably
well. He's suitable, albeit rather young, for the job. For
a young salesman his track record is good. We can't
ignore the specific requirements of the job, and mustn't
rule out the need for computer skills. Perhaps we need
to compromise/balance the pros and cons. Let's
ponder awhile/give it some thought/sleep on it/not
rush into anything. Eventually we'll reach/make a
decision, and I'm sure we'll arrive at a mutually
satisfactory solution.*

2 For more phrases for weighing things up, fill each gap with one of these words.

in up between at

- a I can't make my mind.
- b I'm two minds.
- c I'm a loss.
- d I'm a dilemma.
- e I'm a quandary as to what to do.
- f I'm torn staying until midnight and going now.

3 GIVING IN

Here are some phrases we use when we decide to agree:

*I'll allow you that. I'll go along with that.
Just this once we'll make an exception for you.
We'll treat you as a special case. Have it your way.
You win. I admit defeat. She's thrown in the towel.
All right, I'll meet you halfway. I give in.*

3 All these gaps, except one, can be filled by the same verb. What is the verb and what is the exception?

..... him your blessing ground
..... the green light I'll you that.
..... and take way
..... clearance for something the go-ahead
..... allowances
..... them an inch and they'll take a mile

Practice

- 1 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

Example: You won't get anywhere by refusing to give ground.

heels

There's no point in digging your heels in.

- 1 I can't decide whether to splash out on a holiday abroad or not.

two

I'm splash out on a holiday abroad.

- 2 He simply refused to admit he had made a mistake.
adamant
He wrong.
- 3 The considerable part she has played in the project mustn't be overlooked.
mind
We must to the project.
- 4 She's only twelve, but she's remarkably mature.
shows
For a maturity.
- 5 We must ponder the advantages and the disadvantages very carefully.
consideration
We must and cons.
- 6 You can have until Friday to make up your mind.
come
I'll give a decision.
- 7 You'll have to make up your mind on this issue eventually, you know.
fence
You can't ever, you know.
- 8 You have to be firm with children when they misbehave.
foot
You have to with children when they misbehave.
- 9 I really don't know which is the best way to break the news to her.
quandary
I to how to break the news to her.
- 10 I have no idea what to do next.
loss
I'm rather step should be.

2 Fill each of the numbered blanks in this short piece with one suitable word.

Ladies and gentlemen, boys and girls, friends! If we can stand (1) and not give (2) to pressure, if we can keep standing up (3) what we believe in and not cave (4) to their demands, if we can hold (5) to our beliefs and not (6) like trees in the wind, if we can stand our (7) and not give an (8) to those oppressors down below, we will save this tree, believe me.

3 Rewrite each of the following sentences using both prompt words so that it is as close as possible in meaning to the sentence printed before it.

Example: I don't want to be dogmatic, but I don't think we can give way on this point.

wishing/stand

Without wishing to be dogmatic, I think we have to stand firm on this point.

- When you're judging him, you have to remember he's only fourteen.
assessment/allowances
- We'll treat your child as a special case as he already has a sister at the school.
exception/grounds
- I must have an en suite bathroom, in this hotel or any other you can find me.
insist/whether
- I'm undecided as to whether I should stand firm on this matter or not.
make/guns
- You have to remember that not everyone is a football fanatic.
account/mad

4 Fill each of the numbered blanks with one suitable word.

As you can imagine, my first day in my first full-time job was somewhat less than idyllic. (1) all the preparatory mental work I had done, I arrived at the office virtually speechless. I had (2) a mind to turn round and walk out on the spot. By lunchtime I was absolutely shaking with nerves, but I stubbornly refused to (3) in the towel. I had studied hard for this career; I just couldn't bring myself to (4) up quite yet, (5) unlikely my prospects of survival appeared. On the other hand, I didn't (6) out the possibility of my manager asking me to go away and (7) my future some careful consideration. Anyway, I refused point (8) to (9) defeat. It was clear my new colleagues were (10) allowances for me and giving me the benefit of the (11) They probably thought I was on the way out in any case. Looking back after twenty-seven years, I'm glad I (12) it out, (13) put and didn't buckle (14) I'm pleased and proud to hold the position of Director General in this multi-national company, (15) only the third biggest in the world.



Exam practice 12

1 Fill each of the numbered blanks in the passage with **one** suitable word.

It was just before midnight, not the (1) of times for thinking clearly, when there was a knock on the front door. (2) the doorstep was a man in his late thirties, deeply apologetic and in clear distress. He had noticed that my light was on and hoped I would forgive him bothering me. (3) had happened was that his daughter had been in an accident and was in hospital. The (4) was that he had no money for a taxi to get there and desperately needed the £9 fare. He would be back the following morning to repay it. I found it a bit strange because, not long before, (5) had been a virtually (6) story reported in the paper. On (7) of that, and incredible (8) it may seem, a colleague had recently been telling me that a man had knocked on his door with a story about ... you've guessed it: accident, hospital, no money, back tomorrow. (9) it was the same man was obvious: the same thing happening three times had to be more than purely (10) Like all conmen (they usually are men), (11) he relies on is the victim's compassion: (12) pay up is a natural thing to do because you feel sorry for him, even if it is sometimes against your better (13) You may have more than a sneaking suspicion that his story is false, but (14) is the nagging doubt in your head that he may actually be in genuine trouble (15) is enough to make you hand over the cash.

2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

Do not change the word given. You must use between **three** and **eight** words, including the word given.

Example: We would be extremely grateful if you could reply as soon as possible.

prompt

A *prompt reply* would be much appreciated.

16 I'm hugely relieved that you're safe.

enormous

It's you're safe.

17 I've never seen someone as naturally gifted as her before.

talent

Never before as her.

18 So completely incompetent was that secretary that we lost heaps of invoices.

rank

Such that we lost heaps of invoices.

19 Only the fact that he was so determined enabled him to finish the race.

sheer

It was managed to finish the race.

20 I've always thought it's best to stand your ground when there's a dispute.

believed

I've never of a dispute.

21 I don't know whether to speak out or let things pass.

torn

I'm things pass.

22 If you think about what he has had to endure, he has remained remarkably cheerful.

through

Considering have remained remarkably high.

23 I dislike journalists because I distrust their motives.

liking

My I distrust their motives.

24 People are threatened by violence morning, noon and night in some large cities.

constant

People are living in some large cities.

25 Only a week later did we realise what had happened.

following

It wasn't realised what had happened.



3 Read the text below. Use the word given in **CAPITALS** at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

There was a distinct danger that the second day of the trail was going to be an (0) *unmitigated* disaster. Having reduced the contents of my backpack to a minimum, I was (26) handed a sleeping bag and tent mat which would make sure the 12-kilometre ascent felt like 120. I was surrounded by a group of (27) talkers who chatted non-stop and seemed (28) unfazed by the steepness of the climb. I staggered along in silence, (29) of energy being my main priority. I was very aware of the (30) of my eyes-to-the-ground climbing technique while all around there was the (31) beautiful landscape I had crossed half the world to witness. When (32) a ten-minute break was called, the sensation of space, of expanse, of (33) even, when finally I could raise my eyes, was quite (34) When we finally reached our camp, I was overcome by relief and (35) joy. I might have missed a lot, but I had got there.

- (0) MITIGATE
(26) EXPECT

(27) COMPEL
(28) TOTAL
(29) CONSERVE
(30) ABSURD
(31) DESCRIBE
(32) MERCY
(33) FINITE
(34) EXPRESS
(35) ADULTERATE

4 Read the text below and decide which answer (A, B, C or D) best fits each gap.

The vicissitudes of sport are, of course, one of its principal appeals. Why else would we spectators continue to watch, if we didn't know that a champion tennis player (36) dominant in one set might within minutes be looking downright poor and amateurish? Our favourite striker's consummate hat-trick performance in one match will often be followed by one in which he shows ineptitude of (37) proportions, misses four open goals and reduces us to (38) despair. The darts player who can hardly hit the board in one leg will probably throw with (39) perfection in the next. A rugby team that seven days ago performed with rank incompetence, suffering ignominious defeat, can almost be guaranteed this week to turn in a (40) improved performance, move the ball around with supreme confidence and trounce the same opposition by a record margin. It is utterly incomprehensible.

- | | | | |
|-------------------|-----------------|----------------|--------------|
| 36 A thoroughly | B plain | C outright | D perfectly |
| 37 A terrible | B complete | C giant | D astounding |
| 38 A abject | B arrant | C unshakeable | D crass |
| 39 A plain | B comprehensive | C sheer | D full |
| 40 A consummately | B vastly | C gigantically | D patently |

TOTAL SCORE

Reported speech

Entry test

- 1 In the following extract from a composition, circle the underlined verbs that are not in a correct form.

In a recent report on hygiene in shops and restaurants, it is claimed (1) that over forty per cent of the establishments involved in the survey fell (2) below acceptable standards. One butcher quoted in the report even boasted that several of his customers have become (3) ill after eating chicken bought at his shop. When one of the customers complained, she was told that it can't have been (4) the chicken but anyway she should have washed (5) it thoroughly under the tap before she cooked it. The butcher conceded he had acted (6) somewhat irresponsibly but seemed happy to admit that he will sell (7) the same chicken in the future if it was ever necessary. All this is rather worrying. Of particular cause for concern is the attitude expressed by a chef at an expensive restaurant who related how he had once served (8) food reheated from three-day-old leftovers and sold it at a vastly inflated price. The author of the report, interviewed on television, said that as a result of his studies he came (9) to the conclusion that the more you pay (10) for a meal, the more likely you are to get ill.

SCORE _____

FOR TENSES IN REPORTED SPEECH, SEE SECTION 1.

- 2 Fill the gap in each of the following sentences so that it is as similar as possible in meaning to the first sentence.

EXAMPLE: 'That's right. The flight leaves at 16.25,' she said.

She confirmed that the flight left at 16.25.

- a 'I'm sorry I shouted at you,' Ruth said to Rita.
Ruth apologised her.
- b 'Look Dominic, you really shouldn't get so angry with people,' said Marion.
Marion advised so angry with people.
- c 'Thanks for everything you've done for me over the last week,' he said to his parents.
He told his parents for him over the past week.
- d My previous boss said, 'If you will agree to help me, I'll see what I can do about your working hours.'
My previous boss promised help him.
- e 'Do you think you'll be able to get here tomorrow?' asked my mother.
My mother wondered it the following day.
- f 'Do you think you might be able to get the money by this evening?' she enquired.
She asked me of the money by that evening.
- g 'I'd rather you didn't tell anyone about it yet,' my wife said.
My wife asked me yet.
- h 'Don't worry, I'm not really going to take all your money,' he said.
The man reassured me he had money.
- i 'I'm afraid I am not in a position to lend you any money at the moment,' he said, 'though I would if I could.'
He said that able to.
- j 'But you really must come and stay with us for the weekend,' said Philip.
Philip insisted for the weekend.

SCORE _____

FOR TENSES IN REPORTED SPEECH, SEE SECTION 1. FOR REPORT STRUCTURES, SEE SECTION 2.

TOTAL SCORE _____

THE BASICS

1 GRAMMAR AND VOCABULARY CHANGES

When we report what somebody says or thinks, we commonly make changes in vocabulary and grammar:

Reason	Changes	Examples
We are reporting what somebody else said.	change personal pronouns, or use other nouns to make the reference clear	'I love you.' becomes: He said he loved me. 'You're being ridiculous.' becomes: He told Roula she was being ridiculous.
We are reporting the original saying or thought in a different place.	change words referring to place or other things that are no longer there	'I love it here .' becomes: She told me she loved it by the sea. 'Hey! Look at this !' becomes: She drew my attention to the headline in the paper.
We are reporting the statement at a different time.	change tenses and words referring to time	'I only got here yesterday .' becomes: She said she had only got here on Wednesday. 'I'm coming tomorrow .' becomes: He said he's coming today.

2 REPORTING ORDERS AND QUESTIONS

- We usually report orders using verbs such as *ask*, *tell*, *forbid*, etc. with a *to*-infinitive:
He told me to be there at nine o'clock sharp.
- We report questions using verbs such as *ask*, *want to know*, etc. with *wh*-clauses or *if*-clauses (see Section 2):
He asked me where I'd been.
She enquired whether I wanted to wait for a reply.

3 FLEXIBLE CHANGES

The changes we make to tenses and vocabulary when reporting are not fixed transformations. The possible variations in who we are talking to, and where and when we are speaking, mean we must be flexible. All references to place and person and time, including tense, must make sense to the speaker and listener at the time and place in which they are speaking. Here are some examples to show how report words and structures can change according to the situation:

Situation	Report	Original
Person joins a group of people chatting at a party	'Hello. I was just saying to George here that they've given the go-ahead for that new airport. '	'They've given the go-ahead for that new airport.'
Shouting to somebody in another room	'What did you say? I can't hear you.' 'I said your dinner's ready! '	'Your dinner's ready!'
Impatiently waiting for somebody	' He said he would be here at eight o'clock. '	'I promise I'll be there at eight o'clock.'
Sitting in a café, telling a friend about a long discussion you had a couple of days ago with a colleague	'Anyway, then she said she was thinking of leaving work and going abroad for a year. '	'I'm thinking of leaving this place. I may spend a year abroad.'



SECTION I

Tenses in reported speech

1 TENSES OF THE REPORT VERB

Because we usually report what was said in the past, we normally use a Past tense for the report verb:

*Last night in a television address, the President **claimed** he'd done nothing wrong.*

- We often use Past Continuous to report gossip, or to repeat what somebody else has just said:
*Nikos **was saying** you're thinking of leaving.*
- We may use a report verb in a Present tense if we feel the original statement is still relevant:
*John **says** he's on his way and will be here in twenty minutes.* (= reporting a phone message)
- We use a future form to report words not spoken:
*I bet he'll **say** he's busy.*

2 REPORTING PAST TENSES

When reporting a statement or question that referred to the past, we commonly use Past Perfect:

*He told me he'd **hated** science at school.* (= original: 'I **hated** science at school.')

- Where the time relationship is obvious, we can report past events with Past Simple rather than Past Perfect:
*The palaeontologist **claimed** the world **had begun** / **began** earlier than originally thought.*
- We can report Present Perfect with Past Perfect, or we can leave it as Present Perfect if the time period is still continuing:
*He told me he'd **been working** all day.* (He's probably finished, or it's not the same day.)
*He told me he's **been working** all day.* (It's the same day and maybe he's still working.)

3 REPORTING PRESENT TENSES

We may use Past tenses to report Present tenses if they refer to things that are no longer relevant:

*Jo said she **felt** sick.* (= she isn't any longer)

- But, we can use Present tenses if the statement is still thought to be relevant:
*Jo said she **is feeling** sick.* (= she still is)
- There can sometimes be a conflict between logical truth and grammatical habit when reporting situations that are still true at the time of reporting. If somebody asks your age, it is logical to report it (a short time later) as:

*He asked me how old I **am**.*

However, there is a strong grammatical tendency to keep the tenses in a sentence in agreement:

*He asked me how old I **was**.* (and you are still the same age)

Both are acceptable and there's no difference in meaning:

*They asked me where you **live** / **lived**.*

*She told me she **hadn't** / **hasn't** got much money.*

- If we don't believe the speaker, we use a Past tense:
*He **claimed** the Earth **was** flat.*
*He told me he **was** broke but I know he **was** lying.*

4 REPORTING MODAL VERBS

For many modal verbs (see Units 3 and 4) there is no difference between direct and reported speech:

*'I **might** go but I don't want to.'* becomes:

*He said he **might** go but he **didn't** want to.*

*'You **shouldn't** have eaten so much.'* becomes:

*My wife said I **shouldn't** have eaten so much.*

- Those that can change (if necessary) are:

Modal	Changes	Examples
can	becomes: could (or would be able to)	' Can I borrow your ball?' becomes: <i>He asked if he could borrow our ball.</i>
must	becomes: had to or was / were to (to express obligation)	'You must go back again later.' becomes: <i>They told me I had to go back again later.</i>
will	becomes: would	'I'll come later.' becomes: <i>She told me she would come later.</i>
may	becomes: might	'I may come.' becomes: <i>He said he might come.</i>
needn't	becomes: didn't need to or didn't have to / wouldn't have to	'You needn't go tonight.' becomes: <i>He said I didn't need to go last night.</i>

? check

What are the likely original statements which these report?

- 1 They said they would be at the station by ten.
- 2 She said she had to wash her hair this evening.
- 3 He tried to convince me that Goa was in Africa.
- 4 She claimed she spent her childhood in Australia.
- 5 She said she'd given up studying English and was going to get married instead.

Practice

1 Put a cross (X) by any of the options below that cannot complete the sentence. Put a question mark (?) beside any that are possible but very unlikely.

- 1 Tom just told me he *is / was* going home because he doesn't feel well.
- 2 According to Shakespeare, life *is / was* nothing but a walking shadow.
- 3 It's reported that there *has been / had been* a massive earthquake in Indonesia.
- 4 Shakespeare wrote that all the world *is / was* a stage.
- 5 Would you believe it, he's told the others he *has / had* passed Proficiency.
- 6 Ali says *he'd / he'll* see you later.
- 7 He told me just now he *is / was* definitely going to resign.
- 8 My mother was always saying that you *can / could* take a horse to water but you *can't / couldn't* make it drink.

2 Write the appropriate form of the verbs in brackets. More than one form is possible in one sentence.

Example: He asked me if I (be) going to the party tonight. *am, was*

- 1 William says he (want) to be a policeman when he grows up.
- 2 Jenny called after me to ask if I (be) going to the party the following evening.
- 3 At lunch time my wife called to ask me where I (be) all morning.
- 4 She called me on my mobile and asked me where I (be).
- 5 She demanded to know why I (not come) home last night.
- 6 She demanded to know why I (not come) home the night before.
- 7 Nikos asked if I (ever visit) Thessaloniki before.
- 8 The teacher wanted to know if I (can take) his class for him that evening.

3 Report what the assistant said to you in each shop when you were hunting for a particular piece of computer software.

Example: John Brown's Software Store: 'I've never heard of that particular product. I'm not sure it exists.'

In John Brown's Software Store the man said he'd never heard of the product, adding that he wasn't sure it existed.

- 1 Softly Softly: 'We don't actually stock what you want but there is a shop down the road that does.'
- 2 Disk Jockey: 'We normally keep them but we've had a run on them and I'm afraid we've sold out. We're expecting some in sometime next week.'
- 3 Apple Core: 'We only deal with Apple Mac, so we won't be able to help you.'
- 4 Surf'n Byte: 'We've got something very similar but I can't guarantee that it will do what you want it to do.'
- 5 Graphics Unlimited: 'I think there's a place not far from here where they may be able to help you. A friend of mine bought something similar from them last week.'
- 6 Softly Softly: 'You were here a few hours ago. We still don't stock them.'

4 Fill each of the numbered gaps with **CPE/CAE** one suitable word.

It was quite an emotional day, I must admit. A few of the younger clerks just (1) me good luck and (2) I would be happy in my new job. Some of the farewells from older colleagues were quite touching; one said I (3) been a kind of model for him, which I (4) rather nice. The managing director made a speech at lunch time, the usual gushing stuff about all I (5) done for the firm, how much I had (6) to its ethos and how the place (7) hardly be the same without me. Fortunately he omitted to recall a conversation in which he had (8) me an incompetent idiot who didn't deserve to be working in a company as good as his. When it was my turn to respond, I couldn't believe the clichés I (9) out with: about what a pleasure it had been to work in a firm that (10) such high standards and (11) stand comparison with any company in the country; about how I (12) miss everybody and how I really (13) their kindness in presenting me with a pen. The cleaning lady was the last person to say goodbye to me. She just said she'd always (14) me as a gentleman. I thought that (15) sweet.

SECTION 2

Report structures

1 THAT-CLAUSES AND WH-CLAUSES

We use *that*-clauses to report statements:

*Jo suggested **that I should go** to see the film.*

- We can also use *that*-clauses to report statements which include *wh*-clauses:

*She remembered **that what was strange** was that the caller refused to leave his name. She claimed **that whether we stayed or not** made no difference to her.*

2 WH-CLAUSES

We use *wh*-clauses to report questions with *wh*-words (*why*, *when*, etc.):

*The department manager asked me **when I was thinking of leaving**. Our neighbours wanted to know **where we were going on holiday**.*

watch out!

The word order is normally subject–verb, not verb–subject as in direct questions. There is no question mark:

- ✗ *He asked me **how did I manage it?***
- ✓ *He asked me **how I managed it**.*

3 IF-CLAUSES

We use *if*-clauses to report yes / no questions:

*My mother just rang to check **if I was coming**.*

- We can also use *if* in *that*-clauses to report conditionals, and *if* / *whether* in statements which talk about alternatives:
*She said **that if we were staying**, she'd have to make up the spare bed.*

4 INFINITIVE AND -ING FORMS IN REPORTING

We can report statements, orders and questions with verbs followed by a *to*-infinitive, with and without an object:

*She **promised / offered to come** with us.*

*She **advised me / warned us not to go** with them.*

- We can also use report verbs followed by *-ing*. Sometimes we need a preposition:
*He **admitted / recalled her taking** the money.*
*We **apologised for / accused her of taking** the money.*

- Note that after some verbs we can use a number of structures:

*He **agreed to marry her / to her marrying him / that it was a good idea / with me**.*

*I **advise you to go home / that your rent is due**.*

*I **advise taking the pills / against going there**.*

5 IMPERSONAL REPORTS

We can report what people generally say or think using passive report verbs. There are two structures – *It* + *that*-clause, or subject + *to*-infinitive:

It's reputed that he's worth £100 million.

He's reputed to be worth £10 million.

- Here are report verbs we use in the same way:
know rumour report say believe feel
- Some verbs, e.g. *suspect* and *hint*, can't be used with a *to*-infinitive structure:
*He is **suspected of being guilty of cheating**.*
*It's been **hinted that he's worth even more**.*
- Here are examples of report verbs we can use only in the structure *It* + *that*-clause:
suggest learn accept announce argue hope

6 SUMMARISING IN REPORTED SPEECH

When we report what people generally say or think, we commonly summarise the original statement. The aim is to report the meaning, not the exact words:

Original	Report
<i>'I don't know. Maybe I'll give up work for a while. I'm fed up with this job anyway. What I really want to do is to travel overseas a bit. A year, maybe.'</i>	<i>Anyway, she said she was thinking of leaving her job and going abroad, possibly for a year.</i>

7 ADDING PERSONAL COMMENTS

When reporting, we may add details and give our reaction, e.g. by using a particular report verb. In this example, these interpretations are in bold:

*She **was going on about leaving**, which I thought was strange. She **even said something about travelling**, which in my opinion would be a complete waste of time.*

? check

Add the missing word in each of these examples.

- 1 Sylvia said she hadn't got enough time.
- 2 We enquired or not they were staying.
- 3 She asked I would stay long.
- 4 The firemen told us leave the building.
- 5 My father asked me I intended to do.

Practice

1 Match the comments, (a-e) with the openings 1 (1-5). Make a report combining the two.

Example: I didn't know... 'Are you really going to Siberia?'

I didn't know *you were going to Siberia.*

- | | |
|--|---|
| 1 The president wanted it to be known ... | a 'Why haven't you got a road tax disc?' |
| 2 Fortunately Jane let me know ... | b 'I don't care whether you come or not.' |
| 3 The police wanted to know ... | c 'Do you know when we're meeting next?' |
| 4 My angry boyfriend wanted me to know ... | d 'I won't be able to pick you up.' |
| 5 A client just wanted to check ... | e 'I am definitely not resigning.' |

2 Underline all the options that can complete each sentence.

- My lawyer me to be on time.
a wanted b offered c asked d told
- Many people to help.
a offered b agreed c didn't mind d promised
- Their teacher against talking to strangers.
a advised b recommended c suggested d warned
- My girlfriend suggested alone.
a I go b going c I went d to go
- Many people on Rita's new hairstyle.
a complimented b talked c commented d remarked
- In the end they agreed to our two teams for the tournament.
a entered b enter c entry d entering
- I tried to Tara from having her nose pierced.
a persuade b discourage c encourage d dissuade
- The actress to having had first-night nerves.
a admitted b agreed c accepted d confessed

3 Rewrite each sentence in two ways, a and b. You will need to use *that*-clauses, *wh*-clauses, infinitive clauses or *-ing* clauses.

Example: 'I've done nothing to be ashamed of,' she sobbed.

- She denied *having done anything to be ashamed of.*
 - She refused to admit *that she had been in any way responsible.*
- 'I'll be there with you lot before you can blink,' the sergeant told them.
a The sergeant said next to no time.
b The sergeant promised a matter of minutes.
 - 'I don't think employees should be forced to work overtime,' he said.
a He disapproved made to work overtime.
b He was opposed obligatory.
 - 'Either you hand over those photos, or I'll tell the Tax Office everything,' B J said to her.
a B J threatened photographs.
b B J said that he have the photos.

- 'Do I really need to stay?' she said.
a She enquired stay.
b She asked to be leave.
- 'I have been unfairly treated,' the number nine complained.
a The number nine felt treated.
b The number nine claimed to treatment.

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

CPE

Example: The government has been suggesting that taxes will be cut.

hints

The government *has been dropping hints* that taxes will be cut.

- They think a man called Jorge is the ringleader.
suspected
A man called Jorge the ringleader.
- People say the epidemic is likely to be brought under control by the end of the month.
hoped
It under control by the end of the month.
- People say that the total amount collected is nearing £100,000.
reckoned
The total amount £100,000.
- It is often said that science has damaged more than benefited the environment.
harm
Science is often good to the environment.

Vocabulary

SECTION 3

Communication and Interpretation

1 REFERRING TO PEOPLE'S WORDS

We can use a number of phrases to refer to what other people have said or written:

- According to the Chancellor, tax increases are out.*
- In the words of Shakespeare, 'All the world's a stage'.*
- To quote Julius Caesar: 'I came, I saw, I conquered'.*
- As the PM has it, 'Things can only get better'.*
- To paraphrase Lincoln, we're not all idiots all the time.*
- Often we want to express a degree of doubt about what people have said or what we've heard:
I gather / I understand / I hear he's about to leave.
The word is / There's a rumour going round he's going.
If the press are to be believed, he's on his way out.
He's supposed / reported / rumoured to be resigning.

1 Fill each gap with one of the words listed.

- unconfirmed rumour apparently alleged
- a has it that they're splitting up.
 - b He's to have turned down an offer of \$100 million.
 - c this is her fifth marriage.
 - d reports say that over 200 people have been injured.

2 INANIMATE OBJECTS SPEAK

Things can 'speak', as well as people:

'What came in the post, dear?' 'Oh, the usual stuff. The Sun says we shouldn't be Europeans. There was a leaflet offering four CDs for the price of one. And a circular from the Town Hall informing us our house is to be demolished. And a note from my boss saying I've been fired.'

2 Fill each gap with a suitable word.

- a What does that sign ?
- b They say handwriting you a lot about someone's personality.
- c It's just another begging letter for a donation.

3 INDICATING HOW SOMETHING IS SAID

Many verbs can show how people say something:

'It's your fault,' she sobbed / grinned / sneered.

Here are a few examples of verbs used in this way:

mutter shout scream whisper bark bellow

- Some report verbs indicate the purpose or effect of a speaker's words:

She maintained that she had done nothing wrong.

He challenged the authenticity of the papers.

Other verbs like this include:

repudiate assert confirm accuse confess demand recollect allege reminisce recant

- Sometimes we add adverbs and adverbial phrases to emphasise how a thing was said:

'I didn't mean it to happen,' he said defiantly.

'It'll be all right,' she said in a conciliatory manner.

'I've had enough,' she said under her breath.

'Who cares?' he said with a shrug of his shoulders.

3 Write in the missing preposition.

- 'What?' he said / a high-pitched voice /
the top of his voice / a joke /
a frown / himself / a touch of irony.

4 IDIOMATIC PHRASES AND PHRASAL VERBS

There are many phrasal verbs and idiomatic phrases relating to communication:

Don't keep trotting out the same excuses. It became a war of words. Off the top of my head, I'd say She came out with a rude word. He blurted out his confession. I take it all back. Don't talk down to people. Don't butt in. It's turning into a slanging match.

4 Fill each gap below with one word.

Well, to sum, a nutshell – and I don't think I need to it out to you – we really mustn't dwell past achievements. I'm calling a fresh approach and want you all to come up some stimulating new ideas.

5 VERBS THAT SUMMARISE WHAT'S BEEN SAID

We can often summarise what's been said with a noun:

He has repudiated all the recent allegations.

We cannot possibly meet their demands.

Their claims border on the ridiculous.

6 INTERPRETING WHAT HAS BEEN SAID

We can use a number of verbs and phrases to interpret what we have heard or read:

I infer from your letter that ...

The only possible inference is that ...

Your comments imply that ...

From the tone of your letter I conclude that ...

Judging by your reply, you ...

5 Fill each gap with one of the words listed.

read signify dropping driving

- a What does this line from 'Hamlet' ?
b If I between the lines, I ...
c I think he was a hint.
d I really couldn't see what he was at.

Practice

1 Underline the option, a, b, c or d, that best completes each sentence.

- 1 Don't me, but her work is a load of rubbish.
a paraphrase b quote c report d attribute
- 2 She's to be worth over £50 million.
a understood b heard c gathered d told
- 3 The police me about my unpaid road tax.
a suspected b accused c queried d questioned
- 4 Under pressure from the authorities Galileo
a repudiated b rebutted c recanted d renounced
- 5 Under pressure from his peers, Big Billy
a denied b admitted c confessed d withstood
- 6 He blurted the names of his accomplices.
a off b on c out d over

2 Fill each of the gaps in the dialogue below with one of the verbs listed in an appropriate form.

quote put infer jump imply make judge conclude
interpret read assume confirm

- ME If I (1) between the lines, you're
(2) that I'm incompetent.
BOSS No, I wouldn't say that. You're (3) a
false interpretation on what I said.
ME So, I shouldn't (4) in any way from your
remarks that you want to get rid of me, then?
BOSS (5) what you will of my comments.
ME I (6) from what others are saying that
you think things have been getting rather
slack. And your monthly report (7) that.
According to that, I'm useless.
BOSS I think you're being oversensitive.
ME But others have (8) your text in the
same way.
BOSS They're just (9) to conclusions.
ME (10) by your comments I think I can
safely (11) you wouldn't be averse to
losing me.
BOSS To (12) somebody or other: 'No one's
indispensable.'
ME Enough said.

3 Read the text below. Use the word given in CAPITALS at the end of some of the lines to form a word that fits in the space in the same line.

CPE

With regard to ministerial

- (0) *resignations*..., it would appear (0) RESIGN
that a (1) pattern is (1) RECOGNISE
emerging, somewhat (2) of (2) REMINISCE
the way things are done trans-
atlantically. When rumours become
too widespread to ignore, first issue
a (3) of denial and publicly (3) STATE
refute all (4) Then reluctantly (4) ALLEGE
admit one was perhaps (5) (5) ECONOMY
with the truth. (The (6) here (6) INFER
must be that this was at the
(7) of colleagues or leader.) (7) INSIST
Finally, make a full (8) on (8) CONFESS
television, resign and (9) (9) APOLOGY
leave the stage. Of course, you can
make a comeback six months later
with full (10) that lessons (10) ASSURE
have been learnt.

4 Fill each of the numbered blanks in the passage with one appropriate word.

CPE/CAE

I'd like to start off with some dos and don'ts. First of all, (1) up; don't mumble. Speak at normal speed, perhaps slightly slower; don't gabble. Don't just trot (2) a series of statistics. (3) to your notes, but don't just read them (4) Don't go on too long. For any presentation there will be a number of points you can just (5) on rather than go (6) great detail about. If someone calls (7) or butts (8) when you're in full flow, don't get tongue-tied. Wait, and then come back (9) a light-hearted response. Don't, whatever you do, get involved in a running (10) of words or, worse, a slanging (11) with one particular member of the audience. Don't patronise any questioner; no one likes being talked (12) to. When it comes to question and answer time, try to stick to the point; don't go off at a tangent and do try not to come (13) with too many clichés. Be careful not to talk yourself (14) a corner; it's all too easy to start going (15) in circles.

SECTION 4

Metaphor

A metaphor is a combination of vocabulary items we use to express a particular feeling or encourage imagination. For example, *her sunny smile, have a big head, purr with delight, a sun-drenched beach, pull strings*.

1 WORDS USED METAPHORICALLY

Here are some examples of words being used metaphorically:

I hope this will have cushioned your loss. Seeing him on stage fired my enthusiasm. She just froze when she saw her ex-boyfriend. He's always trumpeting his own successes.

1 Underline the verbs that best complete the sentence.

'Get out!' the boss barked / thundered / cooed / squeaked / purred / roared / snapped / bleated.

2 COMPOUND ADJECTIVES AND NOUNS AS METAPHORS

Some compounds are always metaphorical – they have a meaning that each part of the compound doesn't have. A *bloodbath* is never 'a bath full of blood'; the compound has only the meaning of 'a massacre'. Other examples of compounds that are always metaphorical include:

mind games nutcase mind-reader sun trap sin-bin wine lake narrow-minded warm-hearted bone-dry hard-bitten green-fingered soul-searching

2 Underline the words that we always use metaphorically.

clampdown summit dead-end rock-bottom cold-blooded world-shattering

3 IDIOMATIC PHRASES

Some idiomatic phrases are combinations of two words connected with *and* or *or*, for example *come rain or shine*. The pairs have a fixed order:

- ✗ *She was the soul and life of the party.*
- ✓ *She was the life and soul of the party.*

- Here are some examples:

It's a case of swings and roundabouts.

Making mistakes is part and parcel of growing up.

I'll move heaven and earth to achieve my goal.

This selling season is make or break for the car industry.

She may act strangely, but live and let live is what I always say.

3 Underline any of the following combinations in which the two words are given in the wrong order.

*flesh and blood ins and outs lows and highs
miss and hit black and white dance and song
downs and ups shoulders and head cheese and chalk*

Practice

1 Write down the theme that the metaphors in each set of sentences share.

Example: a A wave of emotion spread throughout the country on the news of her death.

b I could sense an undercurrent of dissatisfaction.

c Perhaps the tide has turned for our economy.
the sea

- 1 a He's now at a crossroads in his life.
b Successful businesswoman and company owner, she's in the fast lane now.
c I wish he would stop going from one dead-end job to the next.
- 2 a I think this attitude stems from the 1980s.
b But juvenile rebellion has its seeds in the sixties.
c I reckon our present-day youth culture has its roots in the fifties.
- 3 a Alternative medicine is a flourishing business.
b My young nephew is a budding pianist.
c Our next-door neighbour's daughter is really blossoming at secondary school.
- 4 a It would be easier if the boss didn't always want to be at the hub of things.
b We need to get to the heart of the matter.
c It's time we reduced the size of our core staff.
- 5 a If only he'd see the light and get a haircut!
b The tragic news cast a shadow over the evening's events.
c After years of recession, there's light at the end of the tunnel.

- 6 a She's been floating on air since her engagement.
b I'd be over the moon if I scored one goal, let alone three.
c She'll be in seventh heaven if she's passed.
- 7 a If you play your cards right, you could end up Area Manager.
b I'd rather we didn't show our hand yet; let's keep them guessing.
c We've got one last ace up our sleeve.
- 8 a He's rarely out of the spotlight nowadays.
b Keep scoring goals; there are some good young players waiting in the wings.
c You never know what's happening behind the scenes in politics.

2 Underline the word or phrase that best completes each sentence.

- 1 The bottom end of our garden is a real
a sunshade b suntrap c sunseeker
- 2 There was a(n) moment when the lorry suddenly veered towards us.
a ear-splitting b earth-shattering
c heart-stopping
- 3 Having to rewrite a report that you thought was pretty good can be rather
a back-breaking b soul-destroying
c mind-blowing
- 4 What happened in 1989 was a in European political history.
a watershed b borderline c waterfall
- 5 That ghastly concrete block of flats is a real
a eyesore b eyestrain c eye-catcher
- 6 To succeed in this job you have to be utterly
a hot-blooded b single-minded c kind-hearted
- 7 The poor boy was absolutely when she left.
a level-headed b short-sighted c brokenhearted
- 8 If you want a halfway decent standard of living, there's no escape from the
a rat race b brat pack c jet set
- 9 The authorities had been accused of conducting a against nonconformists.
a manhunt b witch-hunt c treasure hunt
- 10 We'll have to wait and see if there's a after this temporary peace agreement.
a backhand b backlash c backdrop

3 Think of one word that can complete each of the three sentences.

CPE

- 1 They were disappointed but they put a brave on it.
If you set your sights too high, you may fall flat on your and then have to cover your embarrassment.
It's important in many cultures not to lose in front of subordinates.
- 2 Our plans were thrown out of by the rise in interest rates.
The whole of the midfield only got out of first towards the end of the match.
Their export industries were in top throughout the last decade.
- 3 The Republican is considered the runner for the presidency.
You've got to put on a brave, however worried you are.
This divorce is hardly page news.
- 4 He got his burnt when he dabbled on the Stock Exchange.
Our new neighbours certainly have green if their garden is anything to go by.
I'm all and thumbs today; I don't know what's wrong with me.
- 5 He promises to go every time he comes out of prison, but never does.
I'd like you to be absolutely with me.
Do you think working with a man makes a comedian seem funnier?
- 6 The new musical is taking Broadway by according to the reviews.
What do you think made him out of the meeting like that?
There would be a of protest if they showed the victims on TV.
- 7 We'll have to draw the somewhere when it comes to expenses.
There sometimes is a very thin between self-confidence and arrogance.
You're not supposed to go into politics to your own pockets.
- 8 Right-wingers are continuing to rock the over Europe.
They really pushed the out for their anniversary celebrations.
We're all in the same and should just pull together.



Exam practice 13

1 Fill each of the numbered blanks in the following passage with **one** suitable word.

The chance to 'get away from it all' is often (1) as a reason for choosing to live on an island. Many feel (2) there is something appealing about running up a metaphorical drawbridge against the world. Experienced islanders (3) uproariously at such idealism, (4) off a long list of reasons why it is nonsense. People, (5) is claimed, can feel more isolated in deep countryside than they would on an island. One hill farmer in the north of Scotland, whose only company in winter was the odd passing helicopter, (6) to feeling suicidally lonely at times, (7) his lifestyle to living on the moon. By contrast, isolation tends to bind island communities together. One old woman who had spent her whole life on Easdale in the Inner Hebrides (8) out that there was no place to hide on an island which meant that you (9) to face your mistakes. (10) she said, you can't avoid people when you have to sit next to them on a ferry the following day. 'You can't get away with anything,' she laughed. On the other hand, many claims are (11) that the social life is better than on the mainland, with people forever popping into each other's houses for a (12) Off Scotland, though, the weather can be a problem in winter (13) to a resident novelist who advises (14) to even think about moving to an island if you are addicted to comfort. 'Mind you,' she said, 'hundreds of people tried to (15) me from moving here and I'm very glad they failed.'

2 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

Example:

I can't understand a word of what she says.

tail

I can't *make head nor tail* of what she says.

16 'I was nowhere near the scene of the crime,' said the accused man.

denied

The accused man the scene of the crime.

17 'I'd prefer it if you didn't smoke in the office,' the manager said to us.

refrain

The boss politely in the office.

18 They say that at one point he was spying for four different countries.

rumoured

He for four different countries at one point.

19 The police think that several people helped the robbers escape.

suspected

Several people the robbers escape.

20 'It makes no difference to me whether you come or not,' she said to us.

went

She claimed that whether importance to her.

21 'I'd like you all to know that I'm not thinking of resigning,' said the president.

known

The president wanted from his thoughts.

22 'I'll lend you the money if you promise to pay it back,' he said to me.

borrowing

He agreed to pay it back.

23 What was your interpretation of his statement?

make

What said?

24 They are rumoured to be about to divorce.

around

There's a imminent.

25 Most people agree that something has to be done about the problem of over-population.

generally

It be ignored.



3 Read the text below and decide which answer (A, B, C or D) best fits each gap.

For years, bloodsucking mosquitoes have probably been Earth's most persistent pest, delivering all manner of diseases to half a billion people a year and killing in the (26) of 2.5 million. Generations of scientists have struggled in vain to find a solution, but now there is light at the end of the (27) At Michigan State University, it seems, entomologists are on the (28) of a (29) In experiments with the insects, a designer gene (30) heightened production of the protein defensin, which will eventually help breed a mosquito that is genetically dominant in the wild but incapable of transmitting disease. It may not sound like (31) progress, but experts assure us it is.

- | | | | |
|-----------------------|------------------|-----------------|-----------------|
| 26 A area | B locality | C region | D range |
| 27 A line | B night | C rainbow | D tunnel |
| 28 A doorstep | B threshold | C fence | D brim |
| 29 A breakout | B breakthrough | C breakdown | D break-in |
| 30 A triggers | B milks | C peaks | D clocks |
| 31 A earth-shattering | B clock-watching | C back-breaking | D ear-splitting |

4 Think of **one** word only which can be used appropriately in all three sentences.

Example:

I think the Defence Minister is a total waste of space, but don't me.

Could you give us a for three new windows?

To a popular nursery rhyme, girls are made of 'sugar and spice and all things nice'.

quote

- 32 I think they're on the of announcing their engagement.
It seems we've probably reached the of no return.
Always make a of haggling over the price at the market.
- 33 I don't think refusing to negotiate is really playing the
I think we'll have to try and beat the bosses at their own
Whatever you do, don't give the away.
- 34 A suspect's refusal to answer questions tends to volumes about his guilt.
She always tries to up for her colleagues.
There's been no rain to of for some weeks.
- 35 Her arrival here has been like a of fresh air.
He only dared to say it under his
Her appearance completely took my away.
- 36 You could a mile off that he was lying.
I might do a of work this evening if I have time.
Can you the difference between Spanish and Portuguese?
- 37 The prime minister has in for a lot of criticism recently.
I think in the end you'll have to clean about your role in this.
I never thought a three-year-old would out with a remark like that.
- 38 He made it that he was not willing to co-operate.
The officers were all in clothes for that undercover operation.
Let me just say this in English.
- 39 I do hope this crisis will out the best in our team.
This latest disaster will us all back down to earth.
New books and their smell always back memories of my childhood.
- 40 You can't a nice dinner with your family with a glass of wine.
Don't about the bush; say what you mean.
There are always some people who will try and the system.

TOTAL SCORE

Verb complementation 1

Entry test

- 1 Write a new sentence as similar as possible in meaning to the original sentence, but using the words given. These words must not be altered in any way.

EXAMPLE: When the gun went off accidentally, the bullet went through his foot. **accident / shot**
The gun went off by accident and he shot himself in the foot.

- a They got on with preparing the concert.
busied / preparations
- b The director is extremely proud that he always pays attention to his employees' complaints.
prides / ignoring
- c You don't have to make a definite decision yet as to how long you're going to stay.
commit / length
- d She stood up as straight as she could and looked down on us disdainfully.
drew / contempt
- e If you don't want to be part of the fun, that's fine by us.
join / suit

Score: _____

FOR REFLEXIVE AND RECIPROCAL VERBS, SEE SECTION 1.

- 2 Fill each gap with a suitable word or phrase.

EXAMPLE: I requested that I be *allowed to* enter the private rooms but they refused.

- a It was concluded only possible reason for her absence was truancy.
- b You surely can't deny the fact proportion of the world's population is poor.
- c It is generally recognised world needs most is love.
- d I hold you my child the chance in life he deserved.
- e Fortunately, the allegations be completely unfounded.

Score: _____

FOR VERBS FOLLOWED BY THAT-CLAUSES AND ADJECTIVES, SEE SECTION 2.

- 3 Fill each gap with one of these verbs in a suitable tense or form. (½ point per correct answer)
 constitute grow find make knock remain
 emerge drive go stand

- a He unscathed from that horrific accident.
- b I don't like to see so much machinery idle.
- c I think this refusal of theirs a breach of contract.
- d The contribution of the stagehands to a production often unnoticed.
- e That noise is going to me mad if it goes on much longer.
- f You'll a wonderful mother one day.
- g I have little doubt they'll both guilty.
- h Only a few buildings standing after the earthquake.
- i He unconscious in the second round.
- j It's perhaps a good thing that some poets never old.

Score: _____

FOR VERBS FOLLOWED BY DESCRIBING NOUNS OR ADJECTIVES, SEE SECTION 2.

- 4 Fill each of the numbered blanks in the following passage with one suitable word. (½ point per correct answer)

As you know, we're about to blast our (1) out of this cell. Now listen! The important thing is that we stick (2) When we do finally (3) out of this cell, we'll find an open space that (4) for miles and miles (5) the west, as far as the eye can (6) We'll need to (7) on our feet to get (8) that open land without being seen. We must (9) ahead now. I mean, we don't want to end (10) back in this cell again, do we?

Score: _____

FOR VERBS USED WITH PREPOSITIONAL AND ADVERBIAL PHRASES, SEE SECTION 3.

TOTAL SCORE _____

THE BASICS

1 TRANSITIVE AND INTRANSITIVE VERBS

Transitive verbs must be followed by an object. The object is usually the thing or person affected by the action. We use intransitive verbs without an object:

✗ *Dominic kicked.* *When he fell flat on his back, I laughed him.*

✓ *Dominic kicked the ball.* *When he fell flat on his back, I laughed.*

- Here are more examples:

Transitive	Intransitive
<i>I think we ought to discuss this matter as soon as possible, don't you?</i>	<i>Does the Loch Ness monster really exist?</i>
<i>Can't you control yourself just for five minutes?</i>	<i>I should sleep well tonight, after all that exercise.</i>
<i>You really can't expect him to stay silent for the whole trial.</i>	<i>The man disappeared shortly after leaving the night club.</i>

- We can use some verbs both transitively and intransitively, sometimes with different meanings:

Transitive	Intransitive
<i>After the match, he went home and walked the dog.</i>	<i>He walked back from the penalty spot looking sheepish.</i>
<i>You're not really going to leave that mess all over the floor, are you?</i>	<i>After checking all the doors had been locked, he turned and left.</i>

2 STRUCTURES AFTER TRANSITIVE VERBS

Some transitive verbs can have two objects, the first of which is usually a personal object:

Harry gave me a call later that evening.

Pass me the salt, would you?

I offered him what he had asked for but he didn't hear me.

- With some verbs, we can use either two objects or an object + prepositional phrase:

I sent you the package. I've sent the package to you.

- With other verbs, e.g. *explain*, *report*, *describe*, we can only use object + prepositional phrase:

✗ *He explained me the procedure.*

✓ *He explained the procedure to me.*

- As well as using nouns and pronouns as objects with some transitive verbs, we can use noun clauses (see Unit 10):

I knew what he was going to say.

I think that it's a waste of time.

3 STRUCTURES AFTER INTRANSITIVE VERBS

We can follow some intransitive verbs with adverbs, prepositional phrases or words referring to place or time:

I was sitting on the wall, minding my own business.

I used to live here.

They're coming tomorrow, or so they say.

4 LINK VERBS

We can follow link verbs, e.g. *seem*, *sound* and *be*, with adjectives and noun phrases:

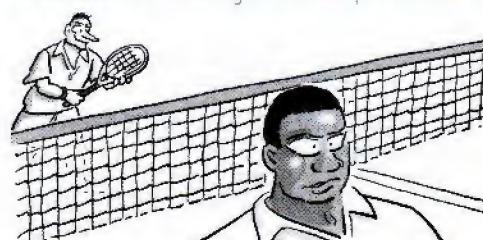
I must say I feel a little nervous about the concert this evening.

I'm frankly astonished that someone so mediocre can end up as President.

The whole thing seems a waste of time to me.



Jones lobbed the ball high and Vassily fell backwards.



Vassily walked back to the baseline. 'I should win this game easily,' Jones thought.



'I'm a little nervous but if I concentrate, I'll win,' Vassily said to himself. He won the match.

SECTION I

Reflexive and reciprocal verbs

1 GENERAL USE

We can use most transitive verbs with reflexive pronouns (*himself, ourselves, etc.*) when the meaning is appropriate:

*The driver **blamed himself** for the accident.*
*The escaped prisoner **turned himself in** to the police.*
*You've really **excelled yourself** this time.*

- A very few words that are normally intransitive can be used transitively with reflexive pronouns:
*The boys **behaved themselves** very well.*

2 VERBS THAT ARE ALWAYS REFLEXIVE

A very few verbs are always followed by reflexive pronouns:

*He **busied himself** cleaning the room.*
*You'll have to **content yourself** with second place.*
*They **prided themselves** on their performance.*
*They **availed themselves** of the free coffee.*

3 VERBS THAT ARE COMMONLY REFLEXIVE

The following examples show verbs, including phrasal verbs, that we commonly use with reflexive pronouns:

*He **proved himself** to be unreliable. Don't **kid yourself**: he's completely untrustworthy. **Pull yourself together**!*
*If you don't stop working for a bit you'll **wear yourself out**.*

- Other verbs that we commonly use reflexively include:
assert distinguish commit exert repeat suit

4 VERBS THAT CHANGE THEIR MEANING WHEN USED REFLEXIVELY

A few verbs change their meanings when used with reflexive pronouns:

Meaning 1	Meaning 2
<i>Bach composed an enormous amount of music.</i>	<i>The witness took a deep breath and composed himself.</i>
<i>Can you explain what you mean?</i>	<i>I think you need to explain yourself. (= give reasons / excuses for your behaviour)</i>
<i>Have you applied for the job yet?</i>	<i>You'll have to apply yourself to the work more.</i>
<i>Do you enjoy watching golf on TV?</i>	<i>Did you enjoy yourself last night?</i>

5 VERBS NOT USED REFLEXIVELY

Some verbs that are commonly reflexive in some languages, are generally used intransitively in English:

*He **got up**, **washed** and **shaved**.*

- We may use these verbs reflexively for emphasis:
*After the accident, he found it difficult to **dress himself**.*
- Other verbs we use in this way include:
adapt dress undress hide

6 RECIPROCAL VERBS

We use some verbs that involve two or more participants (*crash, marry*) intransitively when it's clear who the participants are. In many other languages these verbs have an object or reflexive pronoun:

*We **disagreed**, we **fought**, then we **kissed** and **made up**.*

- Here are more examples of verbs we use this way:
collide meet shake hands touch embrace negotiate argue quarrel fall out compete haggle divorce split up talk chat
- We can use (with) *each other* with some of these verbs if the meaning is not clear, but it isn't grammatically necessary:
*We **disagreed with each other**.*
*They **touched each other**.*
- With other verbs of similar meaning, we must always use a prepositional phrase:
~~✗ I didn't see her coming and we **bumped**.~~
✓ I didn't see her coming and we **bumped into each other**.

7 COMMON PHRASES

Make yourselves at home. Take care of yourselves.
Look after yourself. It'll sort itself out.
Don't take yourself so seriously.

? check

Three of the following sentences are correct. Put a **X** next to the one that is incorrect and a **?** next to the one that sounds unnatural.

- 1 The whole platoon distinguished themselves in the skirmish.
- 2 I was so exhausted I just undressed myself and fell into bed.
- 3 I think the referee behaved in the only way possible and showed him a red card.
- 4 The French team asserted themselves early in the match.
- 5 She prides on her cooking.

Practice

1 Rewrite each of the following sentences using one of the verbs listed (in an appropriate form) plus a reflexive pronoun.

Example: Do as you please. *Suit yourself.*

repeat distance assert exert draw up blame busy pride (suit)

- 1 He took responsibility for the contract being lost.
- 2 He got on with various mundane tasks.
- 3 She was very proud of her reputation as an old dragon.
- 4 He keeps saying the same thing all the time.
- 5 If you want to run 400 metres in under forty-eight seconds, you'll have to make more of an effort.
- 6 She stood as tall as she could in order to intimidate him.
- 7 You really ought to be more forceful in situations like that.
- 8 They claimed the project's failure was nothing to do with them.

2 Match each sentence on the left with a sentence of related meaning on the right.

Example: (o) Don't demean yourself. – Assert yourself more.

- | | |
|--|---|
| (o Don't demean yourself.) | A Give yourself a break. |
| 1 Don't belittle yourself. | B Don't fly off the handle so often. |
| 2 Be yourself. | C Get a grip on yourself. |
| 3 Keep calm. | D Limit yourself to 10 kms a day. |
| 4 Stop kidding yourself. | E Don't put yourself down so much. |
| 5 Don't push yourself so hard. | F Don't get yourself worked up. |
| 6 Pull yourself together. | G Why am I so stupid? |
| 7 Don't let yourself get carried away. | H Stop deluding yourself. |
| 8 Don't overdo it. | I Keep your feet on the ground. |
| 9 Ask yourself what you really want. | J Stop putting on an act. |
| 10 Control yourself. | K Think carefully about your ambitions. |
| 11 I could kick myself. | (L Assert yourself more.) |

3 Summarise each of the following situations using one of the verbs listed.

Example: Her lips met mine and mine met hers.
We kissed.

split up (kiss) make up embrace collide fight marry

- 1 She was coming from the left. I was coming from the right. Bang!
- 2 She held me. I held her.
- 3 She threw a cup at me; I grabbed her arm.
- 4 She sent me an 'I'm sorry' card; I sent her flowers.
- 5 She said 'I do' in 1992; I said 'I do' too.
- 6 She said 'You go your way and I'll go mine,' in 1998; I said 'OK'.

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

CPE

Example: Don't hesitate to make use of the hotel's facilities.

avail

Feel free to *avail yourself of* what the hotel has to offer.

- 1 I couldn't face telling her what had really happened.

bring

I couldn't of what had really happened.

- 2 Of course most heating systems come on and off automatically nowadays.

switch

Naturally it's normal for most heating systems days.

- 3 I simply lost all self-control when I saw them together.

contain

I just could each other's company.

- 4 It's very difficult to put together a convincing defence against such allegations.

convincingly

It's not easy to you're accused of such things.

- 5 You can all of you take what you want from the contents of these boxes.

help

Please in these boxes.

- 6 The way he impersonated Fidel Castro was really outstanding.

distinguished

He of Fidel Castro.

- 7 You should never allow those around you to drag you down.

let

You the people you spend time with.

- 8 He is still not showing any real commitment to the work he's doing.

apply

He's still in hand.

SECTION 2

Verbs followed by *that*-clauses and adjectives

1 VERBS FOLLOWED BY A *THAT*-CLAUSE

Many verbs can be followed by a *that*-clause (see Unit 10), especially report verbs and verbs referring to mental processes such as thinking, feeling, realising:

I've decided that I'm going away for the weekend.

- Here are more examples of verbs we can use in this way:

*comment say forecast request write warn
assume consider infer conclude reckon
recognise presume*

the fact that

We can use the phrase *the fact that* with some of these verbs for additional emphasis:

I recognise the fact that she can't help it.

- Some transitive verbs can't be followed by a *that*-clause alone but only by *the fact that*:
We cannot ignore the fact that she lied to us.

- Other examples include:

*quote can't bear/stand enjoy express
investigate leave out face*

that-clause or *to*-infinitive

We can use a *that*-clause or *to*-infinitive after some of these verbs (*agree, hope, pretend, forget, etc.*) with practically no difference in meaning:

*He agreed to come. He agreed that he would come.
I promise to remember. I promise that I'll remember.*

- A few verbs can be followed by an object + *to*-infinitive (usually *to be*). This is usually more formal than the alternative *that*-clause:

To-infinitive	That-clause
<i>I recognise her to be one of our best players.</i>	<i>I recognise that she is one of our best players.</i>
<i>I know him to be scrupulously honest.</i>	<i>I know that he is scrupulously honest.</i>
<i>They estimated costs to be in the region of £1m.</i>	<i>They estimated that costs were in the region of £1m.</i>

- Other examples include:

confirm discover pronounce feel

wh-clauses

Many verbs commonly followed by a *that*-clause can also be followed by a *wh*-clause:

I didn't know what to do.

I can't imagine why they did that.

- They are sometimes reported questions:

He asked what I was doing.

2 VERBS FOLLOWED BY DESCRIBING NOUNS OR ADJECTIVES

Some verbs are followed by nouns or adjectives that describe the subject. Verbs used in this way include those connected with appearance and the senses (*appear, look, sound, seem, etc.*) and those connected with change (*become, remain, grow, turn, etc.*):

My father remained a member of the society even after they criticised his behaviour.

- Other verbs (*prove, appear, seem, etc.*) are followed by an adjective or *to be* + adjective:

The plan proved (to be) unworkable.

- Some verbs (*make, constitute, form, comprise, etc.*) are followed by describing noun phrases:

You'll make a rotten teacher – you've no patience.

This represents a considerable increase in our profits.

- Some verbs are followed by object + complement. We use most of these verbs in a limited range of collocations:

The jury found him guilty of arson.

He knocked him unconscious in the third round.

You're driving me crazy!

I hold you responsible for the damage.

I want him caught as soon as possible.

- A few intransitive verbs can also be followed by adjectives:

lie empty / awake / helpless, etc.

stand motionless / erect / firm / proud / idle, etc.

sit quiet / silent / still, etc.

die young / happy / intestate, etc.

escape unharmed, etc.

pass unnoticed / undetected, etc.

emerge unscathed / uninjured, etc.

? check

Which points above do these examples illustrate?

- In your report you shouldn't leave out the fact that we are grossly understaffed.
- I warned you not to talk to him.
- Die young, stay beautiful.
- They seem to be upset for some reason.
- He politely enquired where I got the recipe from.

Practice

1 Underline every word that can complete each of the following sentences. One, two, three or four may be possible.

- I the way certain birds make their way home from miles away incredible.
a think b find c consider d make
- She that she had had enough of that kind of life.
a expressed b ignored c concluded d recognised
- I that she wasn't totally honest with us.
a reckon b can't bear c question d couldn't stand
- I think his presence in the side will a big difference.
a have b do c become d make
- All of a sudden he went
a blind b deaf c mad d crazy
- Perhaps in the end it was best that he died
a suddenly b young c intestate d happily
- Your presence here is me nervous.
a getting b turning c making d having
- It is a fact that this kind of snakebite rarely fatal.
a proves b emerges c grows d turns

2 A judge gives guidance to the jury. Combine the pairs of sentences to make one that includes the prompt words given.

Example: He's only fourteen. Bear that in mind.
should / borne

The fact that he's only fourteen should be borne in mind.

- Maybe he didn't do it alone. Don't rule it out.
possibility / that
- He's never had a real father. Please consider that.
The / consideration
- He's had fifteen different homes. Don't overlook that.
fact / overlooked
- He's of royal blood. I know that's not important, but all the same ...
It / importance
- People estimate his fortune as something in excess of \$2 billion.
estimated / more



3 Underline every word or phrase that can complete each of the following sentences.

- I consider this candidate
a unsuitable b a liability c to be the best d as a risk
- I felt
a a fool b like a stranger c odd d as you did e strangely f out of place
- He turned
a blue b into a frog c me a socialist d me into a nervous wreck e me down
- She went
a blind b red c an idiot d like a fool e unnoticed f empty-handed
- He died
a happy b suddenly c unexpected d a happy man e in his sleep
- He proved
a capable b a capable replacement c that he was capable d to be capable
- You make
a a terrible baby-sitter b like a fool c me laugh d me to make mistakes e me nervous f her afraid g me awake h everything all right

4 Read the text below and decide which answer (A, B, C or D) best fits each gap.

CPE

The courtroom (1) silent as the judge returned. Very few present expected the man who stood (2) in the dock to be (3) anything but guilty on all counts. Most (4) him to be a thoroughly disreputable character and (5) him given the maximum sentence permitted. The last thing they expected was for him to escape (6)

- A turned B got C became D fell
- A serious B motionless C helplessly D strange
- A charged B sentenced C found D accused
- A knew B suspected C regarded D had decided
- A wanted B hoped C presumed D concluded
- A uninjured B innocently C unpunished D not proven

SECTION 3

Verbs used with prepositional and adverbial phrases

1 VERBS OF MOVEMENT

Most verbs of movement are commonly followed by a prepositional phrase or an adverbial phrase:

The van skidded into the back of the car in front.

The rescue workers hurried towards the scene of the accident.

The smell of something wonderful wafted through from the kitchen.

- Other verbs we use in this way include:
drift pour speed slide stagger pull in set off leap storm bound turn arrive float burst limp race shuffle

watch out!

We use *home* as an adverb after verbs of movement. We don't use a preposition:

✗ *I'm going to home as soon as we've finished.*

✓ *I'm going home as soon as we've finished.*

We use *at home* with verbs of position:

I'm staying at home this evening.

2 VERBS OF POSITION

Some verbs which indicate the position of things are commonly followed by a prepositional phrase or an adverbial phrase:

I grabbed my coat which was hanging behind the door.

We all sat at our desks and stared out of the window.

The sandy beach stretches for miles along this part of the coast.

His land extends as far as the eye can see.

She turned his chair so it faced towards the sea.

- Other verbs we use in this way include:
remain end up occur stay settle stick

3 VERB + OBJECT + PREPOSITIONAL / ADVERBIAL PHRASE

With some verbs, the prepositional or adverbial phrase commonly follows an object:

I picked up the picture and replaced it on the table.

You need to plunge the tomatoes into boiling water to help remove their skins.

Pop the pies into the oven for five minutes to heat them through.

- Other verbs we use in this way include:
screw position load lean dump stuff thrust toss lower transfer drag invite urge tempt force steer

4 VERB + ADVERB

Some verbs are commonly followed by an adverb describing a particular quality:

The car handles particularly well on corners.

Christoula's English is coming along nicely.

You'll find the section you need breaks off easily.

- Other verbs we use in this way include:
begin end sell progress dress react behave eat go burn scratch cut do
- A small group of verbs is commonly followed by *together*:
We must all stick together if we're going to survive.
- Verbs we use in this way include:
pull get knock around move in club live

5 VERB + WAY

Some verbs are commonly followed by a possessive pronoun + *way* + prepositional / adverbial phrase:

Spiderman managed to smash his way into the robbers' hideaway.

The advance guard slowly crawled their way across no man's land.

- Other verbs we use in this way include:
fight force blast dig find make edge inch squeeze worm charm talk cheat trick buy lie negotiate

? check

Match each of these sentences with one of the five main points above.

- We were wandering around in circles for most of the afternoon, trying to find the house.
- I can't believe you've just munched your way through a whole packet of biscuits.
- William is faring quite well after his illness, though he still tires easily.
- If I were you, I'd shove the whole lot into the back of the cupboard and forget about it.
- The signpost pointed south, which was unexpected.

Practice

1 A prison escape: each prisoner chose a different escape route. Write the letter for the appropriate verb (a–k) in the numbered blanks (1–10) in the passage. The first (0) is given as an example.

- | | |
|------------------|-------------------|
| a dived | (g climbed) |
| b leapt | h strolled across |
| c ambled through | i crept |
| d burrowed | j hopped on |
| e dug | k slid |
| f crawled | |

One prisoner (0) over the wall and (1) on to the ground below. Another (2) along the length of the prison wall and (3) into the river below. A third man (4) a tunnel under the wall of his cell and (5) his way out of the prison. The fourth prisoner (6) up to the wire fence at the back and (7) through a hole in it. The last man to escape simply (8) the gate, (9) the road and (10) a bus.

2 Fill each of the blanks with one of the verb + adverb collocations listed. You may need to change the form of the verb.

Example: 8 smiled sweetly

(smile sweetly) eat healthily run smoothly
fall dramatically crease easily react badly
rise steadily start promptly

- This silk dress very
- I regret to say that orders over the past few months.
- Unfortunately he to not getting the job last week.
- More and more pressure is being put on people to
- We want the festival to through the whole weekend.
- We mustn't get carried away yet but exports
- Lessons will at 8.30am.
- (8 She simply and left the room.)

3 Fill each of the blanks with one of the verbs listed. You may need to change the form of the verb.

worm find inch fight dig smash work lie

- She rapidly her way up from junior assistant to head of department.

- The couple were able to their way back to their hotel with the help of the new moon.
- The doctor his way most convincingly out of a potentially embarrassing situation.
- He cleverly his way into Sonia's affections with mock-humility and subtle flattery.
- The gang their way out of the gaol using wooden poles stolen from the workshop.
- The fire officer his way along the ledge until he could just touch the girl's outstretched hand.
- From two-nil down, United bravely themselves out of a hole and emerged two-three winners.
- The following week they their way back from three-nil down to earn a well-deserved draw.

4 Circle a letter (A, B, C or D) that best fills the numbered gap.

CAE

There is a point on the shore where paths seems to (1), where the land (2) and the sea (3) The beach (4) for miles on either side. I stood there last night looking (5) at the sea and all those memories came (6) back. For a moment I saw her (7) towards me again as fast as she could, almost dancing her (8) over the golden sand. We (9) into the water and swam (10) like ducks. And when we finally (11) ourselves out of the water, we (12) spreadeagled on the sand. It's strange how the memories (13), isn't it? Such events (14) with you forever, don't they? I (15) my way home with a heavy heart.

- | | | | |
|---------------|---------------|----------------|----------------|
| 1 A squeeze | B converge | C face | D come |
| 2 A halts | B ends | C cuts | D discontinues |
| 3 A begins | B dawns | C opens | D embarks |
| 4 A stretches | B spends | C goes | D reaches |
| 5 A on | B off | C out | D over |
| 6 A flooding | B returning | C accumulating | D running |
| 7 A shifting | B ambling | C racing | D pacing |
| 8 A steps | B legs | C way | D toes |
| 9 A plunged | B dipped | C swooped | D bathed |
| 10 A around | B in | C on | D into |
| 11 A dragged | B transferred | C ran | D headed |
| 12 A stood | B lay | C sat | D walked |
| 13 A live on | B go by | C wear off | D go through |
| 14 A remain | B keep | C last | D persist |
| 15 A took | B walked | C found | D made |

Vocabulary

SECTION 4

Dependent prepositions and prepositional phrases

1 VERB + PREPOSITION

As well as verbs of movement and place followed by prepositional phrases (see Section 3), we can use verb + preposition combinations. These are a form of phrasal verb (see Unit 8 Section 6):

*The film consists of nothing but car chases.
Given the choice, I'll always opt for the cash prize.*

- Sometimes, the verb and preposition are separated by an object:
*He played off one side against the other and lost.
They subjected him to fierce interrogation.
It is primarily its greater size which distinguishes the raven from the common crow.*
- Very often, verbs with related meanings are followed by the same preposition. Here is an example of such a group:
ask for appeal for hope for long for yearn for
- However, some verbs with similar meanings have different prepositions:
accuse someone of blame someone for

1 Fill these gaps with a suitable preposition.

- a Few men escaped / emerged / ran away / vanished the prison cells.
- b I'd like to swap / exchange / substitute / trade this computer a more recent model.

2 ADJECTIVE + PREPOSITION

Some adjectives are commonly followed by collocating prepositions. Adjectives with related meanings are often followed by the same preposition:
similar to related to characteristic of typical of responsible for sorry for fraught with riddled with deficient in lacking in upset about annoyed about

2 Choose the most suitable preposition to complete these sentences.

- a His music is reminiscent that of Hendrix.
- b This song is illustrative his particular style.

3 NOUN + PREPOSITION

Some nouns are commonly followed by collocating prepositions:

*a prelude to a sequel to a taste for a craving for
an attack on a relationship with insurance against
a safeguard against an extract from*

3 Choose the most suitable preposition to complete these sentences.

- a We eventually gained access his computer files.
- b I've just had a blazing row my line manager.

4 PREPOSITIONAL PHRASES

Prepositional phrases usually begin with a preposition which may not be connected with the preceding noun, verb or adjective:

*I arrived at the checkout out of breath.
I find his arrogance beyond belief.
Their luggage arrived in advance.
Please go to Gate 11 without delay.*

4 Choose the most suitable preposition to complete these sentences.

- a The driver of the van was found to be fault.
- b Some people appear to be the mistaken impression that Scotland is part of England.

Practice

1 Link the openings of the sentences (1–10) with their endings on the right (a–j).

Example: O k

- | | |
|---|-------------------------------------|
| (0) I think you should apologise) | a with danger. |
| 1 Homesick, he yearned | b in adequately trained staff. |
| 2 The match organisers appealed | c from bad. |
| 3 He eventually opted | d to endless bullying as a child. |
| 4 We are alarmingly deficient | e of telling lies. |
| 5 I just think the whole situation is fraught | f for Oxford rather than Cambridge. |
| 6 I'm afraid this is typical | g of such boys. |
| 7 The boy was accused | h for calm on the terraces. |
| 8 Some people cannot distinguish good | i for his friends and family. |
| 9 I'm really getting a taste | j for this type of exercise. |
| 10 He was subjected | (k for your behaviour last night.) |

2 Match each group of verbs (1–10) with one of these dependent prepositions. Each preposition matches with two groups.

about against in over of

- | | | |
|-------------|-----------|-----------|
| 1 boast | 2 care | 3 delight |
| brag | bother | revel |
| rave | forget | succeed |
| protest | brood | exult |
| enthuse | dream | bask |
| 4 advise | 5 result | 6 rule |
| warn | culminate | prevail |
| argue | end | preside |
| protest | terminate | triumph |
| demonstrate | persist | win |
| 7 battle | 8 cheat | |
| compete | strip | |
| plot | rid | |
| campaign | deprive | |
| win | starve | |
| 9 suspect | 10 argue | |
| convince | quarrel | |
| convict | fall out | |
| accuse | haggle | |
| acquit | squabble | |



3 Which two of the groups above (1–10) are commonly used in either the passive or with an object?

4 Fill each of the blanks with a suitable adjective from the list.

*devoid prone incumbent impervious conducive
inherent intent reminiscent inclined conversant*

- I feel it is upon me, as director, to inform you of the company's financial difficulties.
- My mother used to be to sudden fainting fits for no apparent reason.
- The animals seemed on causing as much damage as possible.
- My sister appears of even the most basic common sense sometimes.
- My attempts at drawing are of those of an angry child.
- I am more and more towards the idea of retiring early.
- There is a fundamental flaw in what you propose and so it won't work.
- You seem to be to any criticism.
- I don't think the current climate is to much investment.
- I'm not fully with the rules of basketball.

5 Use a suitable word to complete prepositional phrases in these sentences.

- I think that all likelihood this car's had it.
- an extraordinary coincidence, we bumped into each other again in Patras.
- You must get that application off delay.
- Their recording of the late Beethoven quartets is really something of the ordinary.
- Do you realise that the new legislation you could be arrested for doing that?
- Let's not discuss pay differentials again, at least not the time being.
- The media seem to have blown the whole story up of all proportion.
- I reckon George was the verge of tears when he realised his job was the line.
- This film was produced collaboration the Arts Council.
- They've forgotten to include my name again: it's a case of of sight, of mind.

6 Fill each of the numbered gaps with **CPE/CAE** one suitable word.

Most places in Africa are far cheaper to get (1) than packaged tour agents would have you believe. Neither should you listen to your mother, who will tell you that such trips are fraught (2) all sorts of dangers. The hardest part is simply making the decision to go. But if you've a taste (3) adventure, it really is surprisingly easy and will turn (4) to be one of the best experiences you've ever had. Remember that wherever there are people, there will be food, shelter and transport, no matter how primitive, and the further (5) the beaten track you go generally the more interesting it becomes. If (6) all possible, avoid making hard and fast plans or having rigid deadlines. Instead, be open to suggestions (7) other travellers (8) which route to take and if they advise you (9) a particular course of action, you would be wise to follow that advice. Transport rarely runs (10) schedule or (11) a manner that you're familiar (12) and if you expect it (13), you'll drive yourself (14) distraction. In many parts of Africa it's virtually impossible (15) predict anything.

SECTION 5

Expressing knowledge and belief

1 HOW STRONGLY DO YOU BELIEVE?

We can modify how strong our belief is in many ways. Here are some examples:

*I firmly believe that... It is my firm belief that...
I believe wholeheartedly that... I tend to think...
I have an unshakeable belief that... What do you
strongly believe in? I know it for certain.*

2 BELIEF, TRUST AND FAITH

We use *belief*, *trust* and *faith* – and their related verbs – in various ways:

*I believe you. I trust you.
I believe in you. I trust in you.
It's my belief that... Put your trust in me.
Have faith in me.
You need self-belief. Keep faith with your ideals.*

3 WHAT SORT OF BELIEVERS?

As in all topic areas, certain adjectives collocate with certain nouns. Here are examples:

*a devout Muslim a strict vegetarian a leading expert
a practising Christian a firm believer
a die-hard Conservative a staunch supporter
a fierce opponent*

1 Match an opening on the left with an ending on the right to produce a common noun phrase.

- | | |
|----------------|---------------------------------|
| a A floating | bachelor |
| b A confirmed | gambler |
| c A compulsive | believer in corporal punishment |
| d A steely | opponent |
| e A firm | voter |

4 WHAT SORT OF KNOWLEDGE?

Note how these adverbial phrases and attributive adjectives can replace each other:

Adverbial phrase	Adjective
<i>We need an account of what happened in full.</i>	<i>We need a full account of what happened.</i>
<i>He explained in detail.</i>	<i>We'll need a detailed report.</i>
<i>He knows about his subject in depth.</i>	<i>He has an in-depth knowledge of the subject.</i>
<i>We only have an idea of the plan in broad outline.</i>	<i>We only have a sketchy idea of the plan.</i>

- We also use a number of idiomatic phrases to talk about knowledge:

*I know London like the back of my hand.
She knows the locking-up procedure inside out.
He knows the lyrics of the Beatles songs by heart.
The examiner knows the regulations backwards.*

2 Delete the words which do not complete an appropriate phrase.

- a I know that from i) memory ii) heart.
- b She's got all the information at her i) toenails ii) fingertips.
- c I can read you like a i) newspaper ii) book.

5 HAVING NO KNOWLEDGE

There are many ways to say we don't know or understand something. Some are colloquial such as:

I'm in the dark. Search me. The police have nothing to go on. I haven't (got) a clue. I haven't (got) the faintest / slightest / foggiest idea. I've no idea. It's beyond me. It all goes over my head.

- There are fewer formal common phrases we can use to express ignorance:
*I am not familiar with the facts.
I am not fully acquainted with the facts of the case.
I must confess to ignorance regarding...*

3 Which of these expressions mean 'I don't know'?

*Who knows? That's all right. Search me.
Heaven knows. I'm in the know. Don't ask me.
I'm the last person to ask. I know it inside out.*

6 INTRODUCING KNOWLEDGE AND OPINIONS

We can introduce what we know and think in various ways:

*According to my information In my (humble) opinion
To my certain knowledge The facts suggest that
As far as I can tell It seems pretty obvious that
To my mind If you want my opinion As far as I know
Personally, I'd say As far as I'm concerned If you ask me*

Practice

1 Underline the words or phrases, a, b, c or d, that can complete each of the sentences. One, two or three may be possible.

- 1 My of the issue is that he owes her rather a lot of money.
a belief b reading c understanding d knowledge

- 2 You may say the boy should have known , but I don't think he was entirely to blame.
a more b less c better d worse
- 3 The professor knows
a his stuff b what's what c that's that d his subject
- 4 I know it
a for a fact b for sure c for certain d for this
- 5 Her latest actions will presumably leave you in no as to her guilt.
a question b doubt c uncertainty d response
- 6 I'm convinced she had a part to play in the crime.
a totally b quite c extremely d completely
- 7 A referee has to know the rules of the game
a upside down b in depth c inside out d backwards
- 8 Have in your own abilities.
a confidence b trust c faith d persuasion
- 9 I am still of the way things work here.
a ignorant b unaware c unconscious d unknown
- 10 I know quite a lot of Shakespeare's soliloquies
a by heart b in full c to hand d on end
- 11 He has an belief in life after death.
a unchangeable b unalterable c unshakeable d unwavering
- 12 To my knowledge, he has no previous convictions.
a certain b absolute c complete d personal

2 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence using the two prompt words printed below it.

- 1 I firmly believe that students' knowledge should be tested in formal examinations.
belief / know
- 2 I had no reason to doubt that the taxi driver knew London inside out.
willing / hand
- 3 We are undecided as to whether to submit a full account of what happened or just a brief summary.
two / in
- 4 After all this time I can still get by in French but I'm hopeless when it comes to German.
working / clue
- 5 My feelings are unequivocally in favour of the banning of blood sports.
wholeheartedly / banned

- 6 He knows all about situations when employees think they know more about the way the company works than the boss does.
stranger / greater
- 7 I can't conceive of what life will be like a hundred years from now.
conception / beyond
- 8 I had no way of knowing that their plans would be so lacking in detail.
possibly / sketchy

3 Fill each of the numbered gaps with **CAE** one suitable word.

My most embarrassing moment? Oh, without doubt, the time my company sent me off to Germany for some pretty important negotiations in which they foolishly trusted my (1) They seemed to think I had an (2) knowledge of all things euro, that I was well (3) in how the E.U. operated and had all the necessary information at my (4) In fact I had only a (5) acquaintance with such matters and had only a (6) knowledge of the subjects under review. What's more, they assumed my (7) of German, French and Spanish was adequate. In fact, it was (8) knowledge among my colleagues that I had only a mere (9) of Spanish, my German was terribly (10) and my knowledge of French, well, (11) , at best; this was a(n) (12) secret, but nobody on high seemed to care that much. For three days I just couldn't get the (13) of what was going on because I didn't have the (14) idea what anyone was saying. It was that experience that turned me into a (15) pro-European. I realised that once and for all our island mentality must die.

- | | | | |
|-----------------|---------------|----------------|-----------------|
| 1 A know-how | B know-what | C know-why | D know-all |
| 2 A intense | B intensive | C extensive | D extended |
| 3 A acquainted | B versed | C dressed | D done |
| 4 A toes | B fingertips | C wits' end | D arm's length |
| 5 A shaking | B slight | C nodding | D tiny |
| 6 A scant | B all-round | C first-hand | D common |
| 7 A insight | B ability | C command | D gift |
| 8 A universal | B general | C common | D full |
| 9 A smattering | B knowledge | C acquaintance | D command |
| 10 A tarnished | B stained | C faded | D rusty |
| 11 A inadequate | B rudimentary | C common | D comprehensive |
| 12 A public | B open | C blatant | D closed |
| 13 A hook | B leaf | C hang | D view |
| 14 A windiest | B foggiest | C snowiest | D stormiest |
| 15 A staunch | B compulsory | C practising | D strict |



Exam practice 14

1 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

Example:

In my view you are responsible for our losses.

hold

I *hold you responsible for what we have lost.*

- 1 You've got to accept that you're too old for that sort of thing.

face

You need you're too old for that sort of thing.

- 2 My husband is enormously proud of his cooking.

pride

My husband culinary skills.

- 3 She wasn't as reliable as we had hoped.

proved

She than we had hoped.

- 4 None of us was hurt in the explosion.

unscathed

We the explosion.

- 5 We mustn't become separated in the crowd at the demonstration.

stick

We had the demonstration.

- 6 Senior management and representatives from the shop floor go to make up the committee.

comprised

The committee representatives.

- 7 It's quite obvious that she didn't tell us the truth.

ignore

We to us.

- 8 We'll get a 10% increase as a result of their offer.

constitutes

What they 10%.

- 9 There was a fantastic firework display at the end of the Games.

culminated

The Games fireworks.

- 10 Standing as tall as he could, he denied any involvement in the affair.

height

Drawing himself involved in the affair.

- 2 Circle a letter **A, B, C** or **D** that best fills each numbered gap.

Britain's dilemma with (11) to extended European union is characteristic (12) the nation's divided global attitudes over the past two hundred years. In many homes Brits are (13) to be somehow best, natural leaders, people who have (14) themselves the automatic choice to be in (15) of their own and others' affairs. They feel that joining a single European currency – when the concept of European unity has not exactly (16) itself through the ages – is (17) with dangers, and find it extremely difficult to have faith (18) any of the various manifestos that pro-Europeans have put into circulation. The idea of European power has gone (19) a joke, they say, with Brussels as a centre of that power (20) itself with a million bureaucratic print-outs a day. They (21) for a return to 20th century values. These sceptics, of course, (22) violently with their pro-European opponents, (23) supporters of union, who point to the need for countries to co-exist and to (24) themselves to a common goal, welcoming countries (25) with debts and financial, political and/or sociological difficulties into the fold.

- | | | | |
|--------------------|--------------|--------------|--------------|
| 11 A respect | B regard | C effect | D belief |
| 12 A of | B to | C with | D for |
| 13 A rated | B pronounced | C assumed | D estimated |
| 14 A subjected | B appealed | C proved | D prided |
| 15 A leading | B charge | C head | D front |
| 16 A distinguished | B prided | C achieved | D modelled |
| 17 A surrounded | B fraught | C related | D conversant |
| 18 A with | B on | C for | D in |
| 19 A over | B below | C beneath | D beyond |
| 20 A busying | B devoting | C dedicating | D exposing |
| 21 A demand | B proclaim | C appeal | D commit |
| 22 A diverge | B collide | C clash | D oppose |
| 23 A staunch | B practising | C fierce | D devout |
| 24 A aim | B target | C commit | D embrace |
| 25 A attacked | B stung | C full | D riddled |



3 Fill each gap with **one** suitable word.

We are, it seems, inundated these days (26) so many theories – they sound so good and read so (27) – as to why we are what we are, that we could easily spend the best part of every day (28) over their implications. Does our birthday really have an influence (29) our personality? Does the size of our nose or ears have a (30) on the sort of person we are? Is the relative size of our index finger at birth a reliable reflection (31) how well or badly we will behave (32) as children? Does our handwriting give a real clue (33) to the sort of character we have? Does the speed of how we as babies force our (34) into the world determine our mentality as old people? Does the way we (35) hands tell a stranger something important about us? Do short people always tend to assert (36) more than taller people and do left-handed tennis players always have an inbuilt advantage (37) right-handers? Can we really be divided (38) those who have the ideas and those who are (39) of putting these people's ideas systematically into practice? Who knows? It's certainly food (40) thought.

100%

TOTAL SCORE

Verb complementation 2

Entry test

- 1 In the extract from a composition below, decide if the underlined phrases are correct. Correct them when necessary in the spaces below, or put a tick (✓) in the space if no correction is needed. The first has been done as an example.

I (1) dread thinking what will happen if global warming continues at the present rate. I (2) remember to go on beach holidays when I was a child and although it was hot I don't (3) recall it to be as hot as it has been for the last year or so. Temperatures (4) continue to soar and scientists (5) anticipate it to get worse. (6) I dislike them talking like this and (7) recommend to ignore them completely, though every day we (8) watch the debate become even more heated than a Greek island.

1 dread to think 2 3 4
5 6 7 8

FOR VERBS FOLLOWED BY -ING OR INFINITIVE, SEE SECTION 1.

- 2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

EXAMPLE: There was considerable public support for clearing the man's name.

clamoured

The public clamoured for the man's name to be cleared.

- a It appears that the harvest workers think they were underpaid.
claim
The harvest workers have been paid enough.
- b I would not eat shellfish under any circumstances.
induce
Nothing shellfish.

- c I'm never going to go there again to the day I die.
determined
I'm as I live.
- d I suppose you think it's worth keeping you on.
yourself
I dare keeping on.
- e She finally gave way to demands for an interview with the tabloid press.
consented
Eventually she by the tabloid press.
- f Please think again before resigning.
reconsider
I urge in your resignation.
- g The manager's letter made him think again about how much he was spending each week.
reassess
He was made expenditure by the manager's letter.

FOR VERBS FOLLOWED BY INFINITIVE, SEE SECTION 2.

- 3 Fill the gaps in these sentences with a suitable verb.
- a The police are this case as murder.
- b My lecturer the point I made as irrelevant.
- c This thing can as a mouse mat and a frisbee.
- d This must as one of the worst performances any prime minister has ever given.
- e The pretender to the throne was eventually as an imposter.
- f He's widely now as the best goalkeeper in the world.

FOR VERBS FOLLOWED BY AS, SEE SECTION 3.

TOTAL SCORE

THE BASICS

1 TWO ACTIONS TOGETHER

When we want to talk about two actions together, we can use two verbs. The first verb follows the normal rules of person and tense, while the second verb is either an *-ing* form, a *to*-infinitive or a bare infinitive:

*I've always **avoided visiting** my cousins.*

*My parents will never **agree to lend** us that much money.*

*My mother **made me stay** at home until I had finished clearing up.*

*We're going to have to **postpone visiting** your mother again.*

*Practise **doing** that every morning.*

*It looks as if we'll **be forced to give in**.*

*I **challenge** you **to prove** it.*

*I **heard** him **talk** to Colin.*

*Did you **see** that guy **run**?*

- Verbs commonly followed by *-ing* include (see Section 1 for fuller list):

imagine enjoy admit deny

- Verbs commonly followed by *to*-infinitive include (see Section 2 for fuller list):

ask promise agree expect

- Some verbs can be followed by more than one form with little difference in meaning:

*I **hope** they don't **intend to visit** / **visiting** me soon.*

- Here are some more examples:

intend begin continue cease propose start

- After *love*, *prefer* and *like*, the differences in meaning between *-ing* and *to*-infinitive are sometimes very small:

*I **love to lie** on the beach.*

is virtually the same as:

*I **love lying** on the beach.*

However, a *to*-infinitive usually suggests a choice or habit, and we use *-ing* to talk about enjoyment: *I **like to listen** to music while I'm working. (= this is what I choose to do)*

*I **like listening** to music in the evening. (= I enjoy it)*

- We can sometimes use more than two verbs:

*I **keep trying to get through** to her, but I can't.*

*I **love watching** children **enjoying** themselves.*

*Why don't you let me **start taking on** more work?*

- To talk about conditional and hypothetical preferences after *would*, we commonly use *to*-infinitive:

*I'd **prefer to wait** a bit if you don't mind.*

*I'd **love to visit** you.*

*I'd **like to think** people trusted me.*

(See Section 1 for other differences between verb + *to*-infinitive / bare infinitive and verb + *-ing*. See Section 2 for verbs followed by *to*-infinitive or bare infinitive.)

2 PREPOSITION + -ING

Verbs that follow prepositions are always *-ing* forms:

*I am totally **fed up with having** to cover for you when you're away.*

*Gill and Stratis always **insist on my visiting** them when I'm in the country.*

watch out!

- Some verbs are followed by a *to*-infinitive and others by the preposition *to*. When *to* is a preposition, any following verb must be *-ing* form:

*I'm afraid I have **to confess to** (= preposition) **being** completely ignorant about classical music.*

*I can't believe they **intend to** (= *to*-infinitive) **demolish** such a historic building.*

- After some verbs, especially *stop*, the *to*-infinitive may be an infinitive of purpose. We can replace it with *in order to*:

*I **stopped to ask** the way. (= stopped in order to ask)*



SECTION 1

Verbs followed by -ing or infinitive

1 VERBS FOLLOWED BY -ING OR TO-INFINITIVE

We can use a number of verbs followed by another verb in the -ing form:

*I simply **adore** listening to music in the garden.
How can they **can** justify spending so much!*

- Some of these verbs are related in meaning. Verbs that we commonly use in this way include:
like / dislike adore detest can't bear* / stand (don't) mind tolerate fancy resent start* / stop* quit keep go on* carry on give up keep on resume finish contemplate report mention suggest describe advise* recommend* consider* admit deny forget* remember* recall regret* anticipate risk dread* forbid* miss*

(Those marked * can also be followed by to-infinitive but with differences in meaning or use. See below.)

2 PERFECT -ING FORM

With some verbs, we use a Perfect -ing form to emphasise that one action happens before the other:

*They **denied** having avoided me as well.*

- We can usually rewrite this structure with a *that*-clause and a Perfect tense:
*They **denied** that they **had** avoided me as well.*

3 WITH AN OBJECT

We can often put an object between the two verbs:

*I don't like their / them / people **gossiping**.*

- We can use both object pronouns (*them, him, etc.*) and possessives (*their, your, etc.*). The possessive is considered more formal. If an adjective comes before the -ing, we must use a possessive:
*I don't like their **spiteful** gossiping.*

4 DIFFERENCES BETWEEN -ING AND TO-INFINITIVE

With some verbs where it is possible to use both -ing form and to-infinitive, there may be some differences in meaning:

*I **can't bear** to watch this. (= a particular incident)
I **can't bear** watching television. (= a general activity)*

- Dread* and *hate* are followed by to-infinitive when talking hypothetically:
*I **dread** / **hate** to think what she'll do next.*
To express more general dislikes we use -ing:

*I **dread** / **hate** getting ill when I'm abroad.*

- Forget* and *remember*: when these have meanings that are 'forward looking', we use to-infinitive:
*Don't **forget** to send them a Christmas card.*
When they are 'backward looking', we use -ing:
*I **remember** their teasing me about my knobbly knees.*
- Regret* + to-infinitive is a polite or formal form of apology. *Regret* + -ing refers to the past:
*I **regret** to inform you that you were turned down.*
*I really **regret** saying that. (= I wish I hadn't)*
- Some verbs, like *consider* and *recommend*, are followed by to-infinitive only when used in the passive or with an object pronoun:
*I **consider** him / He is **considered** to be the best.*
*I'm **considering** going away for the weekend.*
- Advise*, *recommend* and *forbid* are followed by to-infinitive when there is an object:
*I **advise** you to stay out of their way.*
They are followed by -ing when there is no object:
*I **advise** staying out of their way.*
- Go on* + -ing means 'continue an action':
*I ignored her calling and **went on** reading my paper.*
Go on + to-infinitive means 'do something after you have finished doing something else':
*He left Oxford and **went on** to train as a lawyer.*

5 VERB + -ING OR BARE INFINITIVE

One group of verbs connected with observation, e.g. *see, observe, sense, feel, hear, watch, perceive*, can be followed by either -ing or a bare infinitive:

*I **noticed** him **sneaking** / **sneak** out at lunch time.*

*We **heard** the alarm bell **ring** / **ringing** and rushed out to see what was happening.*

- We normally use a bare infinitive when the action is completed. We use the -ing form when the action is still in progress – this is similar to Continuous tenses (see Unit 1, Section 3).

? check

Match these sentences with the main points above.

- I felt something brush against my arm in the dark.
- I regret to say your progress has been too slow.
- As for my neighbours, I really can't stand their relentless quarrelling.
- Vassily didn't mention going to the party tonight.
- My grandmother could remember having ridden in one of the first cars on the island.

Practice

1 Match the first part (1–8) of each sentence with the most appropriate ending (a–h).

Example: O i

- | | |
|---|---|
| (0) My four-year-old son can't bear) | a doing this. |
| 1 I only have to mention | b swimming and playing around in water. |
| 2 The problem is he dreads | c washing it and he goes and hides. |
| 3 Oddly enough, he absolutely adores | d to think what happens to my friends' children. |
| 4 Some friends advised me | e dropping him on his head in the bath. |
| 5 Somehow I didn't fancy | f to hold him upside down while washing the shampoo off. |
| 6 Strange as it may seem, I didn't want to risk | g having a bruise on his head instead of water in his eyes. |
| 7 I didn't think he would appreciate | h the water getting into his eyes. |
| 8 I dread | (i having his hair washed.) |

2 Fill each of the blanks with a suitable word or phrase.

- I didn't remember the play before until the very last scene.
- I don't anticipate your than a few minor problems with Paper 3.
- If the boss goes himself under so much pressure, he'll crack before long.
- I resent all the menial tasks to do by my immediate superior.
- I don't mind you me as long as you remember to pay me back.
- You can't stop your grey, so why worry?
- My dear old mother regrets never to drive.
- He won't tolerate his employees in jeans.
- Have you ever considered your ears pierced?
- We watched the two men in handcuffs away by the police.

3 Tick (✓) the correct form of the underlined verbs that completes each sentence.

- I wouldn't advise any parent to take / taking their children to a zoo.
- It was so horrible I couldn't bear watching / to watch.
- I'll never forget to meet / meeting my all-time favourite author.
- I only just remembered to warn / warning her in time.
- When his playing career finished he went on becoming / to become a successful chat-show host.
- You are recommended leaving / to leave your valuables at reception.
- It is strictly forbidden entertaining / to entertain guests in these rooms.
- I saw him lose / losing his footing and fall / falling.

4 Read the text below and decide which answer (A, B, C or D) best fits each gap.

CPE

When the Council announced it was (1) to build the new by-pass, thousands of local residents (2) joining the protest campaign. Some objected that the plans (3) several old cottages being demolished. Others couldn't (4) to see 500 hectares of beautiful grassland bulldozed. Many weren't necessarily against the road; what they (5) was not being consulted in advance. But protest is not what it used to be. Within six months most had (6) to care.

- | | | | |
|---------------------|----------------|-------------|-------------|
| 1 A suggesting | B planning on | C proposing | D advising |
| 2 A didn't hesitate | B contemplated | C wanted | D were keen |
| 3 A intended | B led | C resulted | D meant |
| 4 A stand | B bear | C accept | D consider |
| 5 A minded | B refused | C objected | D cared |
| 6 A finished | B quit | C ceased | D given |



SECTION 2

Verbs followed by infinitive

1 VERBS FOLLOWED BY TO-INFINITIVE

We can use a number of verbs followed by another verb in a *to*-infinitive form. The two verbs may be separated by an object when the first verb is transitive:

I agreed to do the lion's share of the donkey work.
I wanted her to take more responsibility for checking the details.

- Some of these verbs are related in meaning. Verbs that are commonly followed by a *to*-infinitive include:
want* demand wish* desire prefer* expect* consent negotiate agree guarantee swear resolve pledge undertake volunteer arrange aim threaten decide plead ask* beg* seek
 - Verbs commonly followed by an object and *to*-infinitive (in addition to those marked * above) include:
advise force oblige teach encourage command order train help permit program inspire expect tell induce invite forbid prefer induce persuade urge challenge enable remind allow condemn instruct warn
- (For differences between *-ing* and *to*-infinitive for certain verbs, see Section 1.4.)

2 VERBS FOLLOWED BY TO BE

We can use a passive infinitive after some verbs, especially report verbs (See Unit 2, Section 2.2):

He failed to be elected for the third time in a row.
The silver was alleged to have been stolen from the palace.

- Here are some more examples:
rumour assume reckon report understand think prove estimate believe consider feel
- After these verbs we can often use *to be* and an adjective or noun:
The judge instructed me to be more attentive to the evidence. He originally wanted to be a gymnast before eventually becoming a sprinter.

3 VERBS FOLLOWED BY PERFECT INFINITIVE

With some verbs, e.g. *appear, seem, claim, pretend, happen, prove, tend*, and report verbs, we often use a Perfect infinitive such as *to have done* to emphasise

that one action happens before the other:

He appears to have put on weight.

- We can usually rewrite this structure with introductory *it* + *that*-clause and a Perfect tense:
It appears that he has put on weight.

4 USING FOR + OBJECT

With one group of verbs connected with 'wanting' we commonly use *for* + object + *to*-infinitive:

He appealed for help to find his missing wallet.

- Here are some more examples:
ask call plead press clamour long yearn wish wait opt vote arrange apply

5 VERB + BARE INFINITIVE

After *dare, need* (in negative sentences) and *help* we commonly use a bare infinitive, although a *to*-infinitive is also possible with no change in meaning:

I didn't dare (to) say what I really thought.
They stopped to help (to) push the car out of the way.
I don't think you need (to) rewrite the essay.

- Note that *need* can't be followed by *to*-infinitive when used as a modal in questions:
Need you be so offensive?
- We use *dare* in the common phrases *I dare say* meaning 'I suppose it's true' or 'I expect it's true', and *How dare you* said to show you feel offended:
I dare say you're off to Greece for your holiday again.
How dare you talk to me in that tone of voice!
- A few verbs are followed by an object + bare infinitive:
I'll let you finish the rest of that cake. Do you want to help me wrap these Christmas presents? They made the whole family stand outside while they searched the house.
- However, note the structure with *to*-infinitive in the passive with *make*:
The whole family was made to stand outside.

? check

Match these sentences with the five main points above.

- He claimed to be the rightful heir to the throne.
- They pretended to have met before.
- I'm waiting for you to make up your mind.
- Tell me what you know and I'll let you go.
- I absolutely forbid you to see that man again.

Practice

1 Fill each of the gaps in these sentences with a correct form of the verb printed in bold and another verb of your own choice.

Example: I once met Tom Cruise, who just
 on the same plane as me. (**happen**)
 I once met Tom Cruise, who just *happened to be*
travelling on the same plane as me.

- 1 It was my English teacher who me
 acting. **inspire**
- 2 He me for drama school. **encourage**
- 3 However I to university instead. **decide**
- 4 This the right decision. **prove**
- 5 I was given parts in several student productions
 because I as a professional actor in the
 past. **claim**
- 6 This was obviously not true, but I still
 professionally. **long**
- 7 I the attention of directors by inviting
 them to these student productions. **hope**
- 8 However, I didn't them I only had a
 walk-on part. **dare**

2 Tick (✓) the options that can complete each sentence; in some cases both are possible, in others just one.

- 1 My little nephew proved / proved to be quite a
 handful throughout his stay.
- 2 I once dared / dared to let my pet rabbit into the
 house.
- 3 Do you need to / Need you be so aggressive all
 the time?
- 4 Lying behind the sofa, I hardly dared / dared to
 breathe.
- 5 My parents never let us / let us to watch *Star Trek*
 when we were young.
- 6 Can you help me / help me to get the washing in?
- 7 My teacher says I need / need to concentrate on
 my pronunciation.
- 8 We were made / made to go out of the room
 when the programme started.

3 Change the verb in brackets to a *to*-infinitive or *-ing* form as appropriate. Add any other preposition that is needed.

- 1 Have you ever considered (move) to York? It is
 considered (be) one of the nicest cities in England.
- 2 I like (leave) home before 8.15 in the morning. I
 don't like (sit) in traffic when I know I could be
 doing something useful at work.

- 3 I'm rather afraid (bring) the subject up with her
 because I'm afraid (upset) her.
- 4 As you're so keen (follow) fashions, you'll
 probably be keen (visit) this exhibition.
- 5 I regret (inform) you that I already regret (enrol)
 for this course.
- 6 Fortunately I remembered (bolt) the door, but to
 be honest, I don't remember (do) so.
- 7 She stopped (shout) for a moment and he stopped
 (have) a cigarette.
- 8 This guitar needs (tune) and you also need (do)
 something about your piano.

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

CPE

Example: We're not asking you to work overtime
 without extra pay.

expected

You're *not expected to work overtime without being paid*
extra for it.

- 1 I could never be persuaded to pose for a photo
 like that.
induce
 Nothing would in such a pose.
- 2 He requested the judge to take into account the
 fact that he had at no time lied to the court.
honesty
 He asked the judge for consideration.
- 3 I don't think the two sides have been
 communicating at all well.
breakdown
 There seems between the two sides.
- 4 My neighbour is looking after the house while I'm
 away.
eye
 I've arranged for my neighbour my
 absence.
- 5 Many people think that Pacino is one of the finest
 actors of his generation.
equals
 Pacino is his contemporaries.
- 6 I don't think exercise is at all useful.
total
 I consider exercise time.
- 7 I don't see why you have to be so unfriendly to all
 of us.
hostility
 Need single one of us?

SECTION 3

Verbs followed by *as*

1 DEFINING ROLE OR FUNCTION

A number of verbs are followed by a phrase with *as* that helps to define the thing we are talking about:

- its role or function:
*My father **worked as** a chef for many years.*
- the role or function it pretends to have:
*William loves **dressing up as** Batman.*
- is perceived as having:
*We **viewed** the whole activity **as** rather mundane.*

2 AS + NOUN

After some verbs we use *as* + noun (phrase):

- He's going to **stand down as** President at the next election.*
- This gadget **doubles as** a bottle opener and corkscrew.*
- He **started off as** an ordinary sailor but **ended up as** Admiral.*
- To be honest, she **comes across as** a bit of a know-all.*
- Here are more examples:
practise act begin rank qualify function
continue rate train operate emerge count
serve finish regard treat disguise see

3 AS + ADJECTIVE

We can also use an adjective after *as*:

- The police have **condemned** the attacks **as** cowardly.*
- He has been **depicted as** shallow and brutal.*
- The lump was **diagnosed as** non-malignant.*
- Here are more examples:
attack confirm characterise denounce reveal
brand expose categorise dismiss describe

Note that we can also use most of these verbs with *as* + noun (phrase).

4 DEFINING THE OBJECT

We can use *as* + noun (phrase) to define the object of some verbs:

- I have always **acknowledged** my first teacher **as** a great influence on me.*
- I **see** this year **as** a great opportunity to improve our production rate.*
- They **appointed** the vice president **as** chairman.*
- The dealer tried to **pass** various forgeries **off as** the real thing.*

- We can also use this structure in the passive:
*I **was regarded as** a problem child.*
*The oldest man **was identified as** the main culprit.*
- Here are some more examples of verbs we use in this way:
name interpret elect proclaim label perceive
nominate treat classify keep recognise employ
define use select dismiss accept rate depict

5 SIMILAR STRUCTURES

We use *for*, not *as*, after a few verbs similar to those above:

- Do you **take me for** a fool?*
- I **was mistaken for** a foreigner.*
- We use *like* + noun, not *as*, with some verbs:
*She **behaved like** a child.*
Other verbs used in this way include:
feel look sound live dress think
- Sometimes a verb can be followed by *like* or *as*:
*He **treated me like** a child. (= I'm not a child)*
*Let's **treat** this **as** a lesson for both of us. (= It can be a lesson)*
*He **acts as** the Prime Minister's adviser. (= that is his role)*
*He **acts like** the Prime Minister's adviser. (= he is pretending)*
- With some similar verbs, we don't use *like*, *as*, or *for*:
*My teacher **considers** me a fool.*
*The youngest woman **proved** the best candidate.*
*He **ended up** unemployed. (End up can be followed by as + noun. See 2 above.)*

watch out!

We use *as* if in a different way from *as*:

- ✗ *He **looked at me as** I was an idiot.*
- ✓ *He **looked at me as if** I was an idiot.*

? check

Which of the sentences below is not correct?

- 1 Their music has been classified as techno-rock.
- 2 An outsider has emerged as the frontrunner in the presidential elections.
- 3 The President dismissed the attack as irrelevant.
- 4 The Prime Minister acted as virtual Head of State during the President's recent illness.
- 5 Many important businessmen act as kings when they become successful.

Practice

1 Rewrite each of the following sentences with the prompt words given. You will need to change the form of some of the words and add others.

- It is unfortunate that some newspapers have claimed he has lied and cheated.
his / misfortune / brand / cheat / newspapers
- The government claims the information is top secret.
According / information / classify / top secret
- Some people might have thought from the way he behaved that he was arrogant.
manner / could / interpreted
- In more than one novel, writers have used pigs to portray political leaders.
several / politicians / depicted
- A failed musician, Noel thought he would have a go at being an actor.
Having / as / musician / try / luck / actor

2 Underline the options that can complete the sentences. One, two, or three options may be possible.

- He has been as the third man in the affair.
a named b published c termed d identified
- You ought to this as an opportunity to better yourself.
a view b regard c define d think
- When he came to power, he was as a saviour.
a thought b considered c hailed d classified
- At a pinch this sofa could as a bed.
a double b act c serve d practise
- Could you as a 'Don't know'?
a notify me b put me down c note me down d write me up
- a friend.
a Consider me b Think of me as c Regard me d Make me as
- In many caricatures and cartoons he was as a donkey.
a described b portrayed c depicted d treated
- He emerged from his ordeal.
a a better man b unscathed c as a hero d as undefeated
- I don't think he'd two weeks as a commis waiter here.
a qualify b last c end up d keep
- I can never as 'madam'.
a name her b think of her c refer to her d call her

3 Fill each of the blanks with one of the words listed. Write a dash (-) if no word is needed.

as like for

- Accept this what it's worth.
- Don't let's take anything granted.
- Accept it a tribute.
- Consider it done.
- He was treated a long-lost friend.
- He'll end up bankrupt.
- I felt unwanted.
- He took me a foreigner.
- Let's treat this a one-off.
- He'll be remembered a great leader.
- She'll be remembered above all her smile.
- He'll be remembered no other before him.

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

CPE

Example: The police think her disappearance is a serious matter.

treated

Her *disappearance is being treated as a serious matter* by the police.

- I have never thought it was wrong to steal from the rich.
regarded
I have a crime.
- When they made me captain, I got the shock of my life.
selected
I never dreamt captain.
- People generally consider Monet to be the father of Impressionism.
thought
Monet Impressionism.
- Whatever you do, don't talk of me as a no-hoper.
dismissed
On no also-ran.
- This is a souvenir we'd like to give you of the time you have spent here.
memento
Please accept stay here.
- Did they seriously believe this device would deter other countries from invading?
act
Was it seriously against invasion?

Vocabulary

SECTION 4

Competition, opposition, disagreement

1 COLLOCATION

A number of verbs and adjectives collocate with competition and opposition:

We **encountered fierce competition** in the opening stages of the tournament.

The market economy is designed to **stimulate competition**.

The proposal to allow heavy lorries on the narrow road **met stiff opposition**.

The scheme **aroused / came up against considerable opposition**.

Local residents **voiced their opposition** to the scheme.

- We can also use some adverb / adjective collocations to describe competition and opposition:

My youngest son is **fiercely competitive**.

I am **vehemently opposed** to any alteration of the original proposals.

- Fill the gaps in the following sentences with the most suitable word listed.

- My father was opposed to my decision to join the army.

i extremely ii formidably iii bitterly

- Unfortunately we are facing competition from our rivals.

i arm-breaking ii cut-throat iii one-armed

2 WORD FORMATION

Person	Noun	Adjective	Verb
competitor	competition	A	compete
B	opposition	C	oppose
rival	D	rival	E
contender	contention	contentious	contend

- Fill the gaps in these sentences with a word that should fill one of the gaps A-E in the table above.

- I'm afraid I completely lack any sort of instinct when it comes to sport.
- I think he will find that his in the second round is made of sterner stuff.

- There was a long-standing between the sisters.
- In my view, football can never athletics for sheer excitement.
- The two captains were both shown the red card.

3 PREPOSITIONS

Note the prepositions we use after these verbs and nouns:

compete	compete in a tournament / championship / race compete with / against somebody compete for business
competition	competition between rivals
opposition	opposition to the idea
oppose	I'm opposed to that idea. (= adjective) I opposed the scheme. (= no preposition after verb)
disagree	disagree with you / your idea
disagreement	have a disagreement with the others on the team have a disagreement over unimportant issues
fight	fight against the new road scheme fight somebody (= no preposition)
beat	I beat him. (= no preposition)

Practice

- Put the words in brackets in a suitable form in the sentences.

- There is a lot of friendly between the two teams. (rival)
- Our are still some way behind us. (competition)
- He was implacably to the plan. (opposition)
- The match was fiercely (competition)
- His achievement that of the world's greatest runners. (rival)

- Underline one or both of the pairs of words on the right that collocate with the words (1-10) on the left.

Example: fierce competition / opposition

- close competition / opposition
- voice competition / opposition
- all-out competition / opposition
- take on the competition / the opposition

- 5 strongly competitive / opposed
 6 vehemently competitive / opposed
 7 a fearsome competitor / opponent
 8 raise an objection / a complaint
 9 head-on confrontation / difference
 10 sweeping condemnation / disapproval

3 Fill each of the blanks in the following sentences with one of the words listed. Make any necessary changes to word formation. More than one answer is sometimes possible.

Example: It was a world-class field and the competition was *formidable* / *intense* / *fierce*.

stimulate intense brush violent raise formidable
 object fierce meet beat come up against

- I would like to a couple of objections to the scheme.
- The local residents are opposed to the plans to widen the road.
- It seems we are competition from several other companies for the contract.
- As a team, they are competitive.
- They played so well they simply aside all the competition.
- There is competition in the motor industry.
- We stiff opposition in the next round.
- We Real Madrid three-two in the final.
- The Government's policy is to competition and therefore economic growth.
- You can't really have any serious to my going away for the weekend, can you?

4 Choose the word or phrase that best completes each sentence.

- The two countries have been for months over the issue of trade.
 a face to face b at loggerheads c eye to eye
 d on tenterhooks
- I find myself at with most of my colleagues on what is the best way forward.
 a conflict b disagreement c odds d friction
- The issue of European unity remains a bone of among many political parties.
 a discussion b controversy c division
 d contention
- The over pay that erupted over the summer was both petty and prolonged.
 a negotiation b disobedience c dispute d talks
- His ideas on urban regeneration run to mainstream thought.
 a counter b against c opposite d deviate

- 6 I feel I really must take with your assertion that I am overpaid.

a dispute b differ
 c issue d discussion

- 7 It was a furious argument and they into each other without mercy.

a argued b laid c attacked d crashed



5 Read the text below. Use the word given in CAPITALS at the end of some of the lines to form a word that fits in the space in the same line.

CPE/CAE

When, (0) controversially, the (0) CONTROVERSY
 twenty-something dancer
 married the ageing film star, it
 was not just the age-gap that
 was (1) (1) CONTEND
 friends, 'their marriage started
 badly and got worse'. 'Their
 (2) was obvious from the (2) COMPATIBLE
 word go,' said one. 'The
 (3) began on the second (3) AGREE
 day of the honeymoon,' said
 another. 'The fact that neither
 spoke the other's language at
 all well proved a really (4) (4) SURMOUNT
 barrier,' said a third. 'I guess
 you could say there were
 (5) differences,' said a (5) RECONCILE
 neighbour. After a series of
 monosyllabic (6) (6) CONFRONT
 lawyers were called in to bring
 things to an end with the
 minimum of (7) (7) HARMONIOUS
 hope! Farcical scenes in which
 both parties publicly accused
 the other of impossible
 (8) in a variety of (8) OBSTINATE
 languages gave way to less
 amusing incidents of open
 (9) almost (9) HOSTILE
 unprecedented in Hollywood
 history, culminating in the
 fiercely (10) young (10) COMPETE
 man burning down his wife's
 \$20 million mansion.

SECTION 5

Starting and ending

1 STARTING

There are many phrases and collocations related to starting things:

New fashions come into being, farmers breed animals, political issues give rise to concerns, arguments flare, businesses are set up and bank customers open accounts.

1 Fill the gaps below with the collocating verbs listed.

initiate found pass create evoke

- a an institution
- b an impression
- c memories of one's youth
- d proceedings against someone
- e a new law

2 Do the same with these items.

form arouse instil conjure up embark

- a an image of peace and harmony
- b feelings of bitterness
- c on a solo career
- d an alliance
- e a sense of responsibility in someone

2 ENDING

There are also many phrases and collocations related to ending things:

Fashions fade, animals face extinction, political issues die a death, arguments peter out, businesses fold and bank customers close accounts.

Employees are sacked, dismissed, laid off (if they don't hand in their resignation first). Players are dropped, groups are disbanded and soldiers are discharged.

Reputations can be ruined, destroyed, forever tarnished or stained, in tatters, in ruins.

Public figures can be cut down to size, brought down to earth with a bump, stripped of their dignity, reduced to ciphers, consigned to the scrapheap, be kicked out of office or just stand down.

Companies can close, shut down, cease trading, be taken over, go out of business, go bankrupt, go to the wall, go into liquidation or simply call it a day.

3 Match a first half (1–5) with a second half (a–e) to make complete sentences.

- 1 His career took off with two successful films
- 2 They got engaged in spring
- 3 He was made skipper last season
- 4 He took up the post in 1997
- 5 He set up the company in 1996
- a but then he faded into oblivion.
- b but it folded in 1998.
- c but within three months he was stripped of the captaincy.
- d but he broke it off soon afterwards.
- e but was relieved of his position six months later.

3 PHRASAL VERBS

There are many phrasal verbs related to starting and ending (see Unit 8.6 for the meanings of particles in phrasal verbs):

*start up open up sign up
close up finish up dry up
start out branch out open out
die out wipe out fade out
start off lift off shoot off
go off wear off finish off*

4 Which of the verbs above fit in the gaps in the following sentences? Use an appropriate form.

- a I think this milk has – smell it.
- b It's time the company into different areas.
- c It would be awful if the great turtle were to
- d He suddenly in the middle of his speech.
- e Don't worry; the effects of the injection will in a few hours.

Practice

1 Underline the words or phrases that can complete each sentence. One, two or all three options may be possible.

- 1 This old jacket of mine is out.
a wiped b faded c worn
- 2 Our organisation was in 1960.
a found b set up c founded
- 3 I think we should this new policy of co-operation.
a embrace b adopt c introduce
- 4 Enthusiasm for the playschool scheme simply
a went out b petered out c dispelled

- 5 These old buildings next to the river should be down.
a scrapped b pulled c knocked
- 6 This painting an atmosphere of almost total tranquillity.
a reminds b conjures up c evokes
- 7 Nobody could quite believe the matron's
a dismissal b resignation c sacking
- 8 My best friend was out of the team.
a kicked b dropped c sacked
- 9 In zoos many animal species are in captivity.
a made b bred c produced
- 10 Farmer John's been cows for nearly forty years.
a breeding b giving birth to c growing

2 Rewrite each of the sentences using the two prompt words given so that it is similar in meaning to the sentence printed before it.

Example: What sometimes begins as a minor matter can ultimately lead to a major policy issue.

off / up

What sometimes starts off as a minor matter can end up as a major policy issue.

- 1 There is a real danger that many beautiful animals will soon be extinct.
strong / facing
- 2 No one thinks the new law that is being brought in is very good.
welcomes / introduction
- 3 They seem to think that a new supervisory body will solve the problem.
creation / solution
- 4 A special party was held to commemorate when the company was founded.
setting-up / celebrated
- 5 We've only had this situation since Ian's resignation as chairperson.
being / stood
- 6 There's no way this area will be saved unless those buildings are demolished.
demolition / save
- 7 Our local MP was voted out barely six months after he had been voted in.
seat / elected

3 Fill each of the blanks below using a suitable phrase that each contains one of these words.

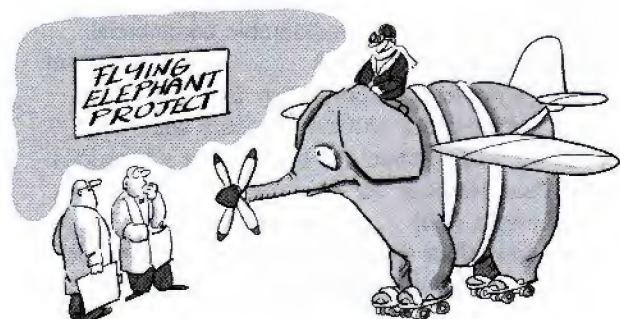
year recover effect pesticides light get

- 1 Tragically, this is a disease very from.
- 2 In which Nations founded?
- 3 Billions of insects and small animals are wiped every month.
- 4 The new law will come as from January 1 next year.
- 5 More cynical members of the committee don't think our scheme will see day.
- 6 We remain unconvinced that the project will ever ground.

4 Fill each of the numbered blanks with one suitable word.

CPE/CAE

John D. Martin was born in a little village just outside Chester in the year 1923. In his lifetime he (1) up 154 companies, all of which (2) out of business and had to (3) down with the receivers being (4) in and the firm (5) into liquidation. He was declared (6) in court seventy-nine times and (7) up with fifteen suspended prison sentences. Every single one of his ventures (8), not one (9) off. All of his businesses ceased (10) within six months of wheels being set in (11); any scheme that he tried to (12) into practice died a (13) Asked late in life why so many projects he had (14) life into had had to be (15) up, he replied: 'I quite enjoy getting up and going to bed: it's just the bits in between I've never been able to come to terms with.'



Exam practice 15

1 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. **Do not change the word given.** You must use between **three** and **eight** words.

- 1 The journalist wanted to interview me and I eventually agreed.
consented
I the journalist.
- 2 It appears that the harvest workers think they were maltreated.
claim
The harvest workers badly.
- 3 I could never let myself be photographed in such a situation.
induce
Nothing would like that.
- 4 I suppose they'll get the message eventually.
dare
I end.
- 5 Say the wrong thing and you'll upset him.
risk
You wrong thing.
- 6 This must be one of the worst films anyone has ever made.
rank
This must have been made.
- 7 Every contribution I made was thought to be unrealistic.
dismissed
All realism.

2 Circle a letter **A, B, C** or **D** that best fills each numbered gap.

It never (8) to amaze me how many films are (9) by the critics as a load of rubbish but go on to achieve considerable commercial success, flying in the (10) of such criticism. In fact it is the exception rather than the (11) when critics and cinemagoers see (12) 'Titanic', 'Captain Corelli's Mandolin' and 'Pearl Harbour' for example, met with quite a lot of media (13) but all three (14) at the box office like few others have before. It (15) the question: what is a quality film?

How can one film be (16) as a 'classic' and another as a 'turkey'. What (17) as 'a great film'. Meanwhile, the rivalry among studios has never been more (18) All of them will happily spend millions of dollars on a 'happening' to (19) their film in an attempt to (20) their potential audience into buying their ticket. They will also spend millions to try and (21) damaging rumours about their stars and (22) them as heroes on a level beyond any other human being on the planet.

- | | | | |
|---------------------|------------------|----------------|--------------|
| 8 A stops | B ceases | C ends | D finishes |
| 9 A considered | B complimented | C counted | D panned |
| 10 A face | B wind | C variance | D plane |
| 11 A acceptance | B rule | C reception | D law |
| 12 A at loggerheads | B on tenterhooks | C face to face | D eye to eye |
| 13 A disagreement | B competition | C hostility | D reprisal |
| 14 A took off | B petered out | C broke off | D dried up |
| 15 A lifts | B puts | C rises | D raises |
| 16 A categorised | B called | C thought | D qualified |
| 17 A qualifies | B names | C acts | D serves |
| 18 A intensive | B opposed | C intense | D all-out |
| 19 A branch out | B launch | C shoot off | D put up |
| 20 A brainwash | B start up | C put out | D consign |
| 21 A reject | B disperse | C annihilate | D dispel |
| 22 A count | B expose | C promote | D double |

3 Think of **one** word only which can be used appropriately in all three sentences.

Example:

The less about this, the better.

That's easier than done!

He is to be one of the richest men in the world.

said

- 23 I think it's probably a question of over matter.
I don't suppose he would if you borrowed his bicycle.
I don't standing down, if you think that's best.
- 24 I didn't realise we were expected to go in dress.
I really don't sitting through that film again.
Do you making up a foursome?
- 25 I think you may have to act peacemaker.
..... a point of principle, I think it's Mary who should speak first.
I see this a final chance for peace.



- 26 He naturally felt at being rejected for promotion.
This latest brand of coffee is slightly for my taste.
The plan for the new ring road has met with opposition.
- 27 I don't think the agreement will work in its present
The four countries The United Kingdom.
What of alliance do you envisage?
- 28 Let's try and make sure the slate is clean.
If we're not careful, this species of owl will be out.
I'm afraid my opponent the floor with me.
- 29 He dried at a crucial moment in his speech.
I think I'll sign for another yoga course.
I'm sure business will pick in the new year.
- 30 We made profits of £5 million this year as to £2 million last year.
I am totally to any changes in the law regarding trespass.
Would you have the re-introduction of the death penalty?

4 Read the text below. Use the word given in **CAPITALS** at the end of some of the lines to form a word that fits in the space in the same lines.

The board was coming under intense (31)
to take action, there seeming to be (32)
differences between the two sides in the dispute. The
figures the board had were so at (33) with
what the workers submitted and the issues that
divided them so (34) that no-one could see
how the two (35) parties could possibly reach
(36) It certainly didn't help that, by nature, the
leaders of both sides were so fiercely (37)
The shadow of (38) and subsequent
(39) hung heavy over the company. For Bill
himself, the spectre of (40) loomed large.

- (31) PRESS
(32) RECONCILE

(33) VARY

(34) CONTEND
(35) OPPOSE
(36) AGREE
(37) COMPETE
(38) LIQUID
(39) CLOSE
(40) BANKRUPT

TOTAL SCORE



Progress test 3 (testing contents of Units 1–15)

1 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

Example:

The final scene was so horrible I had to turn away.

bear

The final scene was *so horrible I couldn't bear to watch.*

- 1 I suddenly realised that I didn't know his address.
occurred
It sudden that I didn't know his address.
- 2 Why should anyone be proud of the fact that they got rid of 300 jobs?
pride
Why having got rid of 300 jobs?
- 3 What alienated the workforce was that management never consulted them.
lack
It was against the management.
- 4 I simply fail to understand some of my colleagues' attitudes to work.
beyond
I have some colleagues me.
- 5 You can only really master a language if you use it regularly.
proficiency
Only by in a language.
- 6 We would have had to get up at 5.30 if we had followed the original plan.
meant
Following the original plan at 5.30.
- 7 I feel that to brand her ideas unworkable at this stage would be wrong.
write
I don't think we at this stage.
- 8 We shouldn't overstate the importance of students' accuracy.
emphasis
We shouldn't accurate.
- 9 Would you believe she spent a full £50 on her new hair-do?
less
Would you believe £50?
- 10 The thought of the possible consequences fills me with horror.
dread
I might happen.

SCORE _____



2 Think of **one** word only which can be used appropriately in all three sentences. There is an example (0).

- 0 The less about this, the better.
That's easier than done!
He is to be one of the ten richest men in the world.
said
- 11 I don't think anyone else is in the
How was I to you wanted it?
I used to that poem by heart.
- 12 I expect we could this photo up a bit.
If we're not careful, this whole thing could up in our faces.
It wasn't so much a surprise; it was an absolute body
- 13 The judge took a previous of his into account.
He spoke with confidence and
Their noisy protest carried little and few were impressed.
- 14 There was intense for places.
There was a phone-in for which the first prize was a seat at the final.
This government's policy is to encourage between businesses.
- 15 Do you really think that's centre?
Ghosts traditionally appear at of night.
I have the feeling this issue is not yet and buried.
- 16 I think I know the man.
It's good to own your own flat for the first time.
Just at that moment I had the same idea.
- 17 The result of the match was in until late into the fifth set.
I if I'll ever come back here.
His guilt was established beyond any reasonable
- 18 The odds are him winning more than the odd point.
Personally I'm fox-hunting and other such blood-sports.
We've come up yet another serious problem.
- 19 He survived eighteen years in prison to die of a heart attack the day after he was released.
If we had planned more carefully, we wouldn't be in this mess.
Please welcome the one and George B. Rafter!
- 20 It looks as if our rivals have us to it.
They were soundly in the second leg.
When you've the eggs, add salt.

2014

3 Fill each of the numbered blanks with one suitable word.

Around 290 BC, the most fashionable philosophical movement in Greece was Stoicism, (21) by a businessman (22) settled in Athens and (23) about explaining his ideas in the market place. He offered to deliver men from fears and desires (24) made them unhappy, by accepting the world as it was and seeking happiness within (25), not through others. So long as happiness (26) on others, or on anything over (27) men had no control, they would be a prey to anxiety and disappointment. (Another Stoic, called Chrysippus, is said (28) have died (29) laughing at his own joke!) Release from fear and worry was also (30) Epicurus, a native Athenian, offered. He argued that while pleasure was good, some pleasures could be perceived (31) potentially painful. (32) was the pursuit of success and such entanglements as marriage that were to be avoided. Other views were being aired in the Lyceum, (33) Aristotle had once lectured, and in Plato's old Academy. This Academy had been taken over by a group (34) themselves Sceptics, who claimed the wise man had no opinion about anything other than (35) which he had seen and felt.

4 Read the text below. Use the word given in **CAPITALS** at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

There are (0) *persuasive* arguments for rewarding winners in sport (36), thereby allowing the more talented to take (37) more from their sport than those of lesser lights. If someone is able to (38) beat the rest of the best in the world at tennis or golf, few would begrudge him or her the biggest pot of gold. It is quite another thing, however, to pay (39) weekly sums of money to a member of an 11-man team – far in (40) of most people's annual salary. This team member may have a knack with the odd (41) free kick or (42) header, but he will often be out of action for (43) periods with mysterious injuries, and after a few years will allow himself to be sold to the highest (44) for the whole sordid process to be repeated elsewhere. It is little short of an (45)

- (0) PERSUADE
- (36) FINANCE
- (37) CORRESPOND
- (38) REPEAT
- (39) ASTRONOMY
- (40) EXCEED
- (41) SUCCEED
- (42) SPECTACLE
- (43) TERMINATE
- (44) BID
- (45) OBSCENE



5 Read the text below and decide which answer (A, B, C or D) best fits each gap.

How ironic it is to read that, a few years into the new millennium, the fastest-growing car company in Europe is ... wait for it! ... yes, Skoda! Now a member of the powerful Volkswagen group, which incidentally has (46) its grip on the market with a 19% (47) , the Czech company goes from strength to strength and their bandwagon shows no signs of (48) Skoda has (49) past MG Rover, (50) throughout Europe as the English Patient, which continues to experience regular major (51) Following recent claims that recovery had been effected after BMW's involvement in the company ended, Rover's losses are (52) now to be as great if not greater than ever before. This suspected (53) in their fortunes is (54) out by reports of sales 35% down from last year to this. Talk of the company going out of business is clearly premature, but it is feared several thousand more workers may be heading for the (55) In the meantime, increasingly loud voices are (56) for dead (57) to be removed from the boardroom and a substantial injection of 'new' money to be (58) In what is an ever more (59) competitive market, the British company is most definitely ailing and falling a long way behind companies that were once smugly (60) here as little more than a joke.

- | | | | |
|------------------|---------------|----------------|-------------------|
| 46 A grasped | B screwed | C tightened | D seized |
| 47 A portion | B proportion | C share | D extent |
| 48 A speeding up | B breaking up | C slowing down | D turning off |
| 49 A driven | B roared | C floated | D ridden |
| 50 A dubbed | B known | C teased | D mocked |
| 51 A backdrops | B outbacks | C outsets | D setbacks |
| 52 A reported | B recorded | C hinted | D described |
| 53 A downturn | B turnout | C downfall | D fallout |
| 54 A carried | B put | C borne | D ironed |
| 55 A scrapheap | B litter-bin | C compost heap | D redundancy file |
| 56 A demanding | B calling | C sounding | D insisting |
| 57 A leaves | B weights | C branches | D wood |
| 58 A touted | B sought | C raised | D profited |
| 59 A stiffly | B pointedly | C strictly | D fiercely |
| 60 A held | B meant | C regarded | D thought |

TOTAL SCORE

Answer key

Unit 1

Entry test

- 1
a left
b have been staying
c have ever got
d have all finished / all finish
e to see.
- 2
a had been (working/training as)
b been thinking of (or: toying with the idea of)
c had been
d having been / being
e to have
- 3
a have you been
b was trying / had been trying
c will have been
d have been
e thinking of (or: toying with the idea of)
- 4
a going to be b comes to a c will have been d the point e to leave

SECTION 1

check

- 1 It's the third time he has / he's missed a meeting.
2 As soon as he finishes (or: has finished), he's going home.
3 This is the best lasagne I have / I've ever had.
4 Since we've known each other, he has / he's always shown impeccable manners.
5 Since I met her, I've never seen her lose her temper.

Practice p 19

- 1 ✓
2 That's the second time you've forgotten to post something for me.
3 I haven't seen Peter since he began seeing his new girlfriend.
4 Ever since we met, you have / you've never asked me what I prefer to do.
5 In all my life, I have / I've never spoken to someone / anyone who is quite so stupid.
6 ✓
7 ✓
8 Since he's lived here, he has / he's usually been extremely friendly.
9 They'll join us after they get / 've got / 've had a bite to eat.
10 ✓

- 2
(1) thought (2) walked / stepped
(3) never (4) is (5) met
- 3
(1) got (2) fallen (3) lost (4) count
(5) enough / it (6) wondered
(7) done / had (8) torn
(9) made / cracked (10) arrived
- 4
1 I've finished / I finish
2 I haven't come
3 has run / has been
4 like she / as if she has / she's
5 best pizza I've / I have ever
6 makes / it is that makes
7 has done nothing
8 to get / to have got
- 5
1 gave up smoking almost a year
2 was last seen
3 join you the minute we have
4 yet to see such

SECTION 2

check

- 1 unfulfilled plan
2 Past Perfect with *before*
3 obvious time sequence: use Past Perfect or Past Simple
4 Future Perfect with *by the time*
5 *appear* + Perfect infinitive

Practice p 21

- 1
1 b 2 f 3 d 4 c 5 g 6 h 7 e 8 a
- 2
1 By the time he is fifty, he will have lived/will have been living in this country for half his life.
2 It's a surprise party and they won't know anything about it until they get here.
3 Correct
4 The other seventy guests should have arrived / should arrive before Mikis and Maria get here.
5 By the time we have finished, everybody will have eaten and drunk as much as they can.
- 3
1 to have forgotten that tomorrow is my birthday.
2 having got / become hopelessly lost more than once.
3 by the time we get round to having / booking a holiday.
4 is / was felt to have been less than satisfactory.
5 ought to have phoned by now, surely?
6 will have forgotten all about it by the time you see them again.

- 4
1 (that) they had
2 checked / made sure that the electricity had
3 realised / remembered (that) we had
4 will / shall / 'll have finished
5 to have
6 will have left / will be heading
7 to have
8 had no alternative / option / choice

- 5
I had recently = I have recently
I went = I have / I've been
I have once spent = I once spent
I had loved = I loved
I returned = I have returned
to had been = to have been
have been delayed = were delayed
we have expected = we expected / we had expected

SECTION 3

check

- 1 b 2 d 3 a 4 c 5 e

Practice p 23

- 1
(tick:) 1 b 2 a 3 a 4 a 5 b 6 b
- 2
1 d 2 a 3 b 4 g 5 h 6 e 7 c 8 f
- 3
(tick:) (1) had been constantly going
(2) had vaguely heard of (3) were already waiting (4) have been doing (5) turned out (6) would have preferred (7) didn't know (8) were being closely monitored (9) changed (10) I'm not thinking

SECTION 4

check

- 1 fixed plans / arrangements
2 a personal intention
3 an unalterable arrangement or fact
4 an immediate decision
5 an action that will happen because it is regular or decided

Practice p 25

- 1
(tick:) 1 she's going to
2 I'll
3 I'm going to be
4 I'll
5 am leaving
6 is not
7 would
8 will be doing

- 9 will have gone
10 are to

- 2**
(1) supposed / due / required / obliged
(2) just (3) point (4) unless (5) be
(6) to (7) left / gone (8) leaving / going / off (9) be (10) move

- 3**
1 the point of
2 would do his / was doing his
3 as we've paid
4 is going to have (or: will have) an
5 will have been studying
6 to be taken / being taken / going to be taken

- 4**
1 on
2 ✓
3 now
4 zone
5 the
6 ✓
7 been
8 course
9 ✓
10 the
11 and
12 ✓
13 will
14 ✓

SECTION 5

Pre-practice

- 1 **a and b**
2 **a** ✓

Practice p 26

- 1**
1 a ✗ b ✓
2 a ✓ b ✗
3 a ✓ b ✓
4 a ✗ b ✓
5 a ✓ b ✓
6 a ✓ b ✓
7 a ✓ b ✓
8 a ✗ b ✓
9 a ✓ b ✓
10 a ✓ b ✗

- 2**
1 He possesses
2 does this coat belong to
3 ✓
4 Does that costume fit
5 ✓
6 ✓ (or: realise)
7 I really despise
8 fourth conditional exists, does it?
9 I recognise
10 does this word mean
11 ✓

- 12 ✓ (or: hurts)
13 ✓
14 ✓
15 ✓

- 3**
(tick:) 1 b 2 b 3 c 4 d 5 d 6 b 7 c 8 c 9 c 10 d

- 4**
(1) particularly dislike
(2) ✓ (or: have been studying)
(3) am beginning
(4) have had
(5) feel
(6) ✓
(7) ✓
(8) was thinking
(9) ✓
(10) realised
(11) didn't know
(12) was talking
(13) ✓
(14) ✓
(15) consisted
(16) don't think
(17) had read
(18) ✓
(19) would have sounded
(20) ✓

SECTION 6

Pre-practice

- 1 1a 2b
2 a adverb + adjective
b dependent preposition
c verb + noun
d adjective + noun
e noun + noun
3 1 d 2 b c e

Practice p 29

- 1**
1 a 2 b 3 a 4 b 5 b 6 b 7 b 8 b

- 2**
1 time 2 surely 3 twinkling 4 next
5 immemorial 6 nick 7 kill 8 time-consuming 9 long-standing 10 matter

- 3**
(1) gaining (2) dead (3) dying (4) dim
(5) peak (6) minute (7) broken

Exam practice 1

- 1**
1 at home until a week has
2 we arrive (there) he will / he'll almost certainly have
3 has had (any) / has been in contact with Loukas for over
4 to meet a more infuriating person than Theo.

- 5 the first time I've seen such
6 this type of car has been selling less
7 appear to have been sent
8 to have filled in/out our order form
9 of the opinion the ministers had not
10 made it out of

- 2**
(11) conjure (12) running (13) distant
(14) joins (15) ever (16) referred
(17) is (18) paid (19) broken
(20) having (21) had (22) were
(23) cheering / clapping / applauding
(24) yet (25) put

- 3**
(26) B (27) A (28) D (29) B
(30) A (31) C (32) A (33) B
(34) D (35) A (36) B (37) A
(38) C (39) B (40) D

Unit 2

Entry test

- 1**
a My motorbike was completely destroyed by the car.
b An unknown author from Patras was awarded second prize.
c He was refused permission to appeal against the decision.
d Blur's / Their new album has earned them several million pounds.
e We were recommended (to try) a new method of checking how much we were spending.

- 2**
a forced to / obliged to
b to be
c not having / that we hadn't / that no one had
d to have been
e to have (or: going to have)

- 3**
a having it / getting it / going to have it / going to get it
b get someone
c to get used (or: to get accustomed)
d had my (or: got my)
e taken

- 4**
a has ... in the
b sail (or: being sailed)
c cracked ... I dropped
d thickened ... I added
e is selling

SECTION I

check

- 1 They were pronounced man and wife.
2 I was told (or: They explained (to me)) what I had to do.

- 3 He was forgiven his previous misdemeanours.
- 4 He earned a lot of money from his betting.
- 5 We were recommended a good restaurant for lunch.

Practice p 35

- 1
 - 1 *could soon be fitted, being considered*
 - 2 *being caused*
 - 3 *were charged*
 - 4 *has finally been elected*
 - 5 *to be printed, is expected, is auctioned*
 - 6 *has been held, is deemed*
- 2
 - 1 c 2 b 3 d 4 a 5 e
- 3
 - 1 The victim was shown a picture of the suspect by the police.
A picture of the suspect was shown (to) the victim by the police.
 - 2 The tourists used to be sold fake antiques.
Fake antiques used to be sold to the tourists.
 - 3 Why weren't the customers offered a refund?
Why wasn't a refund offered to the customers?
 - 4 Not every participant was guaranteed a free lunch.
A free lunch wasn't guaranteed to every participant.
 - 5 The incident was reported to the police.
 - 6 It was suggested to us that the Internet would be a good source of information.
(formal : The Internet was suggested to us as (being) a good source of information.)
 - 7 We were promised full compensation if the scheme fell through.
Full compensation was promised (to) us if the scheme fell through.
 - 8 The boxing match was declared a draw by the referee.
 - 9 The new members of staff will be given all the help they need.
All the help the new members of staff need will be given (to) them.
 - 10 He earned the reputation of being unreliable through the incident.

- 4
 - (1) was (2) being (3) my (4) kicked / thrown / booted (5) were (6) had (7) pressed / squashed / squeezed (8) followed / pursued (9) I (10) been (11) be (12) housed / accommodated / installed (13) worked / thought / sorted (14) being (15) being / closely

SECTION 2

check

- 1 are believed 2 is thought, have been smuggled 3 were seen 4 is said 5 was cleaned, to be seen

Practice p 37

- 1
 - 1 were / (are)...to
 - 2 to...been
 - 3 was / am...to
 - 4 to...done / said
 - 5 having...taken
 - 6 being found
 - 7 not known / thought / expected to be
- 2
 - 1 ib iia
 - 2 ia iib
 - 3 ia iib
 - 4 ia iib
 - 5 ib iia
- 3
 - 1 to stay on
 - 2 to have taken
 - 3 Having been told off
 - 4 to have been wrongly accused
 - 5 being told
 - 6 has to / is going to / will have to be overhauled
 - 7 to be leaving / to have left
 - 8 is not to be crossed
- 4
 - 1 be seen to be.
 - 2 is often heard to say
 - 3 is thought to have fallen
 - 4 was (originally) due to be completed
 - 5 my parents (or other subject) (would) never let me play with

SECTION 3

check

- 3 and 4

Practice p 39

- 1
 - 1 getting / having / going to have / get my sofa delivered
 - 2 one of the others (to agree)
 - 3 supposed to be having my two front teeth capped
 - 4 need (to get / have) my car
 - 5 get them to sign the receipt before
- 2
 - 1 you ever had your house broken into and any of your belongings
 - 2 you have had your fingerprints put on police files you can never
 - 3 have just got to get something done about this

- 4 for your help I would not have got my passport
- 5 of us can get everything organised all at the same
- 6 must take care not to get your family involved in any such dangerous
- 7 will almost certainly be arrested if you don't get your car taxed and
- 8 Government never seems to be able to get interest rates brought under

- 3
 - 1 to have / get my eyes
 - 2 are / get called
 - 3 had a / my photo(graph) (or: some photo(graphs))
 - 4 was sat / had been sat / was stood / had been stood
 - 5 hadn't had (or: wouldn't have) his hair / it cut
 - 6 have to get used

- 4
 - 1 My sister got the whole of her class to redecorate her flat.
 - 2 We got lost in the woods.
 - 3 Do you think there's any chance (that) this new party will get (elected) in at the forthcoming election?
 - 4 I can't say I enjoy having my work read out to the class by the teacher.
 - 5 It's quite simple to get a locksmith to make a copy of one or more of your keys.

- 5
 - 1 had 2 stolen / taken 3 had 4 been
 - 5 had 6 been 7 had 8 have 9 had
 - 10 have 11 been 12 has 13 been
 - 14 have 15 had

SECTION 4

check

- 3 (The photograph was destroyed because of the light.)
- 5 (The hot air balloon rose quickly into the sky.)

Practice p 41

- 1
 - 2 b X (in the wind) 4 a X (is washed)
 - 6 a X (were compensated) 8 a X (has increased) 9 b X (expands)
- 2
 - 1 The lights dimmed during the last dance.
 - 2 Darren's performance in the 100 metres improved by a tenth of a second.
 - 3 The *Titanic* sank in 1912.
 - 4 His eyes filled with tears.
 - 5 The plan gradually developed.

- 3**
- Initially, I think the plot unfolds very convincingly.
 - The tension increases in the third scene.
 - But then you change everything.
 - Melodrama replaces real drama, doesn't it?
 - But the first act finishes with only a vague suspicion of murder in the air.
 - You're crazy to (or: It's crazy that you) start the second act with the actual killing.
 - And you end the third act with such an anticlimax.
 - It's difficult to see tickets selling for a play like this.

- 4**
- 1 d 2 b 3 a 4 c 5 d 6 b

SECTION 5

Pre-practice

- a was deemed
b be jailed
c been strewn
d was...baffled
e been earmarked
- a i b iii c iv d ii

Practice P 43

- 1 were baffled
2 has been / is / was deemed
3 was dubbed
4 were / had been strewn
5 was overcome
6 is shrouded
7 have been inundated
8 is / was dwarfed
9 is scheduled
10 have been / not have been short-listed
- 2
(1) dogged (2) buffeted (3) haunted
(4) Locked (5) hounded
(6) handicapped (7) doomed
(8) blessed (9) touched (10) earmarked
(11) destined (12) possessed

- 3**
- 1 d 2 f 3 i 4 a 5 h 6 e 7 g 8 c
9 j 10 b

- 4**
- we've been swamped with / by
 - was completely taken aback by
 - was disconcerted by
 - is handed down from generation
 - was scaled down following
 - being talked down
 - was couched in extremely formal

SECTION 6

Pre-practice

- a intransitive verb + adverbial particle
b verb + adverbial particle + prepositional particle
c transitive verb + prepositional particle
d transitive verb + adverbial particle
e intransitive verb + prepositional particle
- b
- c

Practice P 45

- 1 intransitive verb + adverbial particle
2 transitive verb + prepositional particle
3 transitive verb + adverbial particle
4 intransitive verb + adverbial particle
5 verb + adverbial particle + prepositional particle
6 transitive verb + prepositional particle
7 intransitive verb + prepositional particle
8 intransitive verb + prepositional particle
9 transitive verb + adverbial particle
10 verb + adverbial particle + prepositional particle
- 2
1 threw me out
2 stemmed from my inability to accept commitment.
3 draw me into an argument about relationships.
4 talk me into marriage yet.
5 push me around
6 count her out.
7 hanging around
8 get off with someone else
- 3
1 been left out of
2 was packed with
3 was conferred on our founder by
4 was robbed of my
5 he was provoked into hitting
6 was sworn in as
7 was completely taken aback by
8 have been scaled down

Exam practice 2

- 1**
- (circle:) 1 A 2 C 3 D 4 B 5 B
6 A 7 A 8 D 9 D 10 C 11 C
12 A 13 D 14 C 15 D
- 2**
- (16) been (17) for (18) known (19) be
(20) being (21) by (22) laid / brought
(23) even (24) made (25) reduced
(26) by / through (27) with (28) at
(29) ever (30) were

- 3**
- to be switched off if you
 - would have been completely baffled by the calculation
 - (tried to) put pressure on us to
 - is thought to have caused
 - of the tribe are shrouded in
 - was taken aback by
 - was dubbed 'the torture chamber' by
 - was denied (to) him by
 - our / us needing more staff cannot be ruled
 - was finally sworn in as

Unit 3

Entry test

- 1**
- (probably / certainly / definitely) won't be / are unlikely to be
 - will / should / ought to allow
 - will be / may be / might be / could be
 - mind could
 - won't have / shouldn't have
 - won't be
- 2**
- may / might
 - have heard
 - should be / ought to be (or: should have been / ought to have been / could do with; unlikely: could be)
 - can't be / couldn't be
 - can't have / couldn't have
 - must have
 - might have / could have / should have / ought to have told
- 3**
- shouldn't worry / needn't think / needn't worry / don't need to worry
 - have to get
 - shouldn't / needn't have been
 - must / have to take / have
 - needn't have / shouldn't have
 - didn't need / didn't have
 - to report / to go to

SECTION I

check

- emphasising certainty
- in my opinion...
- emphasising that it is just possible
- predicting what would happen
- asking for a prediction

Practice P 51

- 1**
- 1 ✓ 2 ✓ 3 ✓ 4 Will I...
 - 5 You will... 6 ✓ 7 ✓ 8 ✓
 - 9 ...he will... 10 ...smokers won't ...

2

- b 6 (a tooth)
c 8 (the wait or delay)
d 4 (rain)
e 5 (the wind)
f 1 (the verdict)
g 3 (a hotel room)
h 2 (your last drink)
i 7 (your intonation / spoken language)

3

- 1 He'll no doubt be
2 She will
3 may as well / might as well
4 Will
5 ought to / might
6 will
7 might
8 won't definitely (= I'm not sure) / definitely won't (= I'm certain I won't)

4

- 1 don't suppose he will / would have
2 doubt (if / whether) the package will be
3 that might be / is asking too
4 she could / might / may conceivably
5 ought to be able to manage / achieve

SECTION 2

check

4 (predicting)

Practice p 53

1

- 1 ✓ 2 ✓ 3 ✓ 4 ✓ 5 X 6 X 7 ✓ 8 X

2

- (tick:) (1) shouldn't
(2) may well / might well
(3) could / may / might
(4) could / may
(5) should
(6) can't / shouldn't
(7) may / might
(8) may / can

3

- 1 have spent a
2 have been me
3 have finished / be over
4 have been feeling
5 have known / guessed something
6 have let me

4

- (1) been (2) might / could / may
(3) likely (4) could (5) would / might
(6) could / would (7) probability
(8) probably / maybe (9) be
(10) probably / likely
(11) might / could (12) well (13) ought
(14) very (15) just

SECTION 3

check

2

Practice p 55

1

- 1 ✓ 2 X 3 X 4 ✓ 5 X 6 ✓ 7 X
8 ✓ 9 ✓ 10 ✓

2

(tick:) 1 4 5

3

- 1 a got to go now.
b stay any longer.
2 a be impossible for you to go there without a visa after all. (or: be necessary for you to have a visa to go there after all.)
b have to have / get a visa to go there after all.
3 a better take some form of identification with her, hadn't she?
b best (or: a good idea) if she took some form of identification with her, mightn't it?
4 a we better make our excuses and leave?
b we to make our excuses and leave?
5 a have gone to so much trouble.
b wasn't necessary (for you) to go to so much trouble.
6 a be allowed to talk (at all) during the examination.
b be observed during / throughout the examination.

4

- 1 have had to / needed to cut back
2 must / ought to / should introduce me
3 they are / themselves being pressurised into going back / themselves under pressure to go back
4 have had to put
5 are under no obligation

SECTION 4

Pre-practice

1 c and d

2 b, d

Practice p 56

1

(tick:) 1 4 7 9

2

(tick:) 1 chance / opportunity 2 chances / odds 3 remote / distinct 4 doubts / reservations 5 stake / bet 6 bound / certain 7 sure / confident 8 little / no 9 though / if 10 inevitably / certainly

3

- 1 He has / had no chance of ever persuading her to marry him.
2 They stand as much chance of getting a grade A as I do of becoming Prime Minister.
3 There is a chance that my company will / might send me to the United States for a year.
4 There is little chance of management agreeing to the / their employees' demands.
5 No one has had a chance yet of predicting / to predict the outcome of this dispute with any certainty.
6 Is there any chance of my borrowing your bicycle for half an hour?
7 The chances are that the match will be cancelled.
8 Did you have a chance to speak to the personnel manager yesterday?

4

- 1 He probably won't pass. It's unlikely (that) he'll pass. (or: He's unlikely to pass.) There's little / no likelihood of him / his passing. I doubt (if / whether) he'll pass. I have my doubts as to whether he'll pass.
2 The odds are on her passing. (or: The odds are that she'll pass. or: It's odds-on (that) she'll pass.) In all probability, she'll pass. (or: The probability of her passing is high.) I have little (or: no) doubt she'll pass / I don't doubt that she will pass. (I feel) she's bound to pass. Her prospects of passing are very good. (or: The prospects of her passing are very good. or: She has good prospects of passing.) I would be surprised if she didn't pass.
3 We are not likely to see him again. It would be a surprise (or: come as a surprise) if we saw him again. The chances are we won't see him again. There's little / not much chance that we'll see him (or: of our / us seeing him) again. There are few prospects of our (ever) seeing him again. (or: The prospects of us / our seeing him again are slim.) We may (very) well never see him again.
4 We are all far from sure of the outcome. (or: The outcome is far from certain.) There is (general) uncertainty about the outcome. The outcome is unpredictable. There is / can be no certainty about the outcome. (or: The outcome is far from being a certainty.) The outcome is in the lap of the gods. No one can tell what the outcome will be.

- 5**
- (1) certainly
 - (2) likely
 - (3) possibly
 - (4) chance/possibility
 - (5) likelihood / chance / possibility
 - (6) will
 - (7) chances / prospects
 - (8) possibility
 - (9) stand
 - (10) doubt
 - (11) could / may / might / will / must
 - (12) bound / certain / sure / likely
 - (13) certain / unavoidable / inevitable
 - (14) well
 - (15) probability

SECTION 5

Pre-practice

1 a 2 b 3 c 2 d 1 e 1 f 3

Practice p 58

- 1**
- 1 forbidden 2 duty-bound 3 illegal
 - 4 permitted 5 illicit 6 compulsory
 - 7 permissible 8 obligatory
- 2**
- (tick): 1 not acceptable / unacceptable
- 2 unqualified 3 disallowed / not allowed 4 voluntary / not obligatory
- 5 not permitted 6 banned 7 optional
- 8 unwise 9 disqualified / banned
- 10 the law / the rules
- 3**
- 1 You won't be compelled to do anything you don't feel up to.
 - 2 If he's done something wrong, he can expect punishment.
 - 3 You're under no obligation to pay now if you'd prefer not to.
 - 4 The curator told us (or: said) we weren't allowed to pick anything up and that we weren't supposed to touch anything at all.
 - 5 Which restaurant we go to for tonight's meal is entirely up to you.
 - 6 Nobody's going to put pressure on you / put you under pressure now regarding your choice of college.
 - 7 We don't expect you to attend all of the components of (or: the lessons on) the course.
 - 8 There are a number of bars that Richard has been barred from.
 - 9 You are not allowed to entertain guests in private rooms.
 - 10 Being the senior member of staff here, it's up to you to make the presentation.

- 4**
- a un = unlawful b im = impermissible
 c un = unreasonable d un = unreliable
 e im = immoral f il = illegitimate
 g ir = irrational h in = inconsistent
 i un = unmanageable
 j un = unpardonable
 k un = unnecessary l un = unethical
 m in = inessential (or: non-essential)
 n un = unacceptable o dis = disloyal
 p un = unnatural

5

1 b 2 e 3 d 4 a 5 c

6

1D 2B 3C 4A 5D 6B

Exam practice 3

- 1**
- (1) will (2) chances / odds (3) may
 - (4) well (or: (3) will (4) likely)
 - (5) tempted / inclined / obliged / compelled / driven (6) certain / sure / bound (7) distinct / definite / strong
 - (8) may / will (9) has / needs / ought (10) doubt / question (11) do / can (12) needn't / won't / doesn't
 - (13) obligation (14) probability (15) may / might
- 2**
- 16 unacceptable
 - 17 unpardonable
 - 18 unlawful
 - 19 irrationally
 - 20 unreasonable
 - 21 permissible
 - 22 unethical
 - 23 immoral
 - 24 illegal
 - 25 disqualified

- 3**
- 26 can't have been me who passed on
 - 27 must have been held up in traffic
 - 28 the bounds of possibility that
 - 29 wriggle out of
 - 30 under no obligation to
 - 31 lay down the law
 - 32 is an optional
 - 33 is restricted to authorised
 - 34 there is a distinct possibility that

- 4**
- 35 c
 - 36 c
 - 37 a
 - 38 d
 - 39 b
 - 40 a

Unit 4

Entry test

- 1**
- a will pay
 - b will
 - c used to
 - d couldn't give me
 - e would you agree (or: would you be able / willing / prepared)
 - f you be so kind
- 2**
- a wasn't able / didn't manage
 - b to be able
 - c could have given / lent / slipped / offered
 - d wouldn't have been able to
 - e they could / might be
 - f if I could / might
- 3**
- a necessary / essential (that)
 - b fear (that) it
 - c case you (should)
 - d should / would
 - e would / could / might have been a
 - f should have / might have / could have / ought to have told
 - g didn't need to worry / needn't have worried / been concerned
 - h will have been

SECTION I

check

1 (I) 2 (O) 3 (F) and (I) 4 (I) 5 (O)

Practice p 69

- 1**
- 1 d 2 f 3 e 4 b 5 c 6 a
- 2**
- 1 Would 2 Would 3 Shall / Can
 - 4 Could / Can 5 Would / Might 6 could
- 3**
- 1 rhinoceroses 2 Cats 3 pigeons
 - 4 Whales 5 bees
- (All the sentences illustrate *will* and *would* used to express frequency and habit.)
- 4**
- 1 X 2 X 3 ✓ 4 X 5 ✓
- 5**
- 1 couldn't give me a hand
 - 2 he would let my wife know everything
 - 3 to pay by cheque or would you prefer
 - 4 appreciate it if you would be kind

SECTION 2

check

2

Practice p 71

1

- 1 Could I / May I / Can I miss the first few minutes of tomorrow's meeting?
- 2 I wish I could write better in English.
- 3 One day soon, every schoolchild will be able to use (or: will have access to) the Internet (or: Internet access will (certainly) be available to every schoolchild).
- 4 I could swim before I was three.
- 5 A wasp sting would / could sometimes cause (or: be a cause of) death in those days.
- 6 These photocopiers can be quite temperamental.
- 7 We could have got here in half the time.
- 8 Because of the fog, they couldn't have landed at Heathrow even if they had wanted to.
- 9 And what is this baby doing sitting on my desk, if I might ask?

2

- 1 a f 2 g k l i m 3 b h
4 c e 5 d j

3

- 1 have...been able to work
- 2 to be able to express
- 3 may / might be able to reach / contact / get
- 4 were...able to pull / drag
- 5 able to make

4

- 1 was able to put / get
- 2 have been able to bring
- 3 could have been
- 4 have been able to hold
- 5 could / am able to refute
- 6 was / have been able to introduce

5

- 1 will be possible (for us) to reach agreement
- 2 has a tendency to be
- 3 wonder if you would be so kind
- 4 it would have been possible for me to
- 5 in getting our message

SECTION 3

check

1c 2a 3b 4e 5d

Practice p 73

1

- 1 a It's normal that some students should feel a little homesick in their first week here.
- b It's important that children should be taught the difference between right and wrong.
- 2 a It's bewildering that he should complain / have complained now, right at the end of his course.
- b It's odd that she should leave / have left without saying anything.
- 3 a The youth club leader warned them that they shouldn't let their feelings run away with them.
- b A bystander insisted (that) they should go to the police about the latest attack.

2

- 1 that
- 2 lest
- 3 should
- 4 fear
- 5 be
- 6 try
- 7 nobody
- 8 case
- 9 should
- 10 lest

3

- 1 take
- 2 have turned into
- 3 be informed
- 4 wouldn't change
- 5 have taken

4

- 1 you should have reacted differently
- 2 have felt stupid when it dawned
- 3 we to have sounded her
- 4 never treat the senior partners with the (or: refuse to treat the senior partners with the)
- 5 not have appreciated the gravity

SECTION 4

Pre-practice

a now b succession c to d habit e has

Practice p 74

1

(underline:) 1 a b c 2 a d 3 a b d 4 a c d 5 a d 6 a c 7 a b 8 c d 9 a b 10 a d

2

- 1 unfailingly 2 sporadic 3 tendency
- 4 consistently 5 From 6 now 7 prone
- 8 fortnightly 9 again 10 occasion
- 11 uncommon 12 regularly 13 regularity

14 clockwork 15 course 16 too
17 intervals

3

- 1 Every second month a spot check will be carried out on how the business is being run.
- 2 It is extremely rare for an employer to physically attack an employee.
- 3 It would be rare for such an assault not to lead to criminal proceedings.
- 4 People usually only insure themselves against serious accidents.
- 5 The employees here are working under non-stop pressure.
- 6 As a rule employees are entitled to a ten-minute break twice a day.
- 7 We receive junk mail with monotonous regularity.
- 8 It is (or: would be) unprecedented for a student to be given a refund if they curtail their course.

4

(1) used (2) so (3) on (4) basis (5) not (6) after (7) regularity (8) unusual / uncommon (9) from (10) in (11) out (12) tend (13) ever (14) tendency (15) prone / liable

SECTION 5

Pre-practice

- 1 competent, talented
- 2 excellent: superlative, outstanding, star, prime, top
moderate: mediocre, patchy, reasonable
bad: abysmal, inferior, atrocious
- 3 creditable, laudable, solid, worthy, moderate (the first four indicate achievements that are good, but not the best)

Practice p 76

1

1 a c d 2 b 3 b d 4 a 5 b c 6 a d 7 b d
8 a 9 a b 10 a b d

2

- a) 2, 9
- b) 1, 3, 6, 7, 8, 10
- c) 4, 5, 11, 12

There may be some argument over these answers, depending on how easily satisfied (or dissatisfied) you think parents are!

3

(underline:) 1 a 2 b 3 d 4 b 5 b 6 a 7 c 8 d 9 a 10 c 11 a 12 b 13 d 14 d 15 b

Exam practice 4

1

- (1) would
- (2) prone
- (3) ability / physique / agility
- (4) would
- (5) normally / usually
- (6) capable
- (7) rare / unusual
- (8) every
- (9) then / again
- (10) rule
- (11) will / would / could
- (12) great / rare / considerable / immense
- (13) for
- (14) seasoned
- (15) should / can

2

- 16 d 17 c 18 d 19 c 20 a 21 a
22 b 23 a 24 d 25 b 26 a 27 c
28 b 29 a 30 d 31 d 32 c 33 b

3

- 34 is unheard of for anyone to take
35 might / could / should have let me know
36 there any chance of you / your
37 turned out we needn't have
38 should have known better
39 you be so kind as to
40 reading has shown a marked improvement

Unit 5

Entry test

1

- a both correct, same meaning
b both correct, different meaning
c both correct, different meaning
d only first sentence correct
e both correct, same meaning

2

- a long get will
b are better get
c provided run will
d are must forgotten
e will drive had

3

- a I didn't know you
b they not on email
c good / kind enough to hold my briefcase
(or: so kind as to hold my briefcase), I'll
d they change their minds.
e we to sell this flat.

4

- a had asked / wanted me to
b wouldn't have got
c what would you have
d it not been for
e I had listened

SECTION 1

check

4

Practice p 83

1

- 1 *God forbid* 2 *Suffice it to say* 3 *so be it*
4 *Come what may* 5 *Far be it from me*
6 *Be that as it may*

2

- 1 was / were 2 were 3 weren't / wasn't
4 were ('weren't' also possible) 5 had
6 wasn't / weren't 7 weren't / wasn't
8 didn't

3

- a (1) acquainted (2) may (3) be
(4) proceed (5) contact
b (1) suppose / supposing (2) had
(3) were (4) was (5) had
c (1) spend (2) go / goes (3) Suffice
(4) could (5) was / were

4

- 1 talk, you'd think he owned half the
2 were incapable of looking after
3 utmost importance that we
4 be turned down, she'll
5 you'd sooner I wasn't

SECTION 2

check

3 ✓

Practice p 85

1

- 1 will lose 2 will be 3 take, will have
4 will (think) 5 spend, will like

2

- 1 c X 2 – all are correct 3 c X 4 c X
5 a X 6 b X

3

- 1 e 2 c 3 f 4 b 5 g 6 a 7 h 8 d

4

- 1 something / anything goes wrong,
we'll be there no
2 will / is going to lose is if he has
3 if you had no desire to
4 you are determined to leave, there isn't
5 on condition you get / have it
6 you want your dinner, it's in
7 have done nothing wrong, you have
8 of playing if you're going to be

SECTION 3

check

1 F 2 P 3 F 4 F 5 P

Practice p 87

1

- 1 If I were you I would make a formal complaint to the manager.
2 If we are to go ahead with the building it will not be until June at the earliest.
3 If by any chance anything happens that might change your mind, let me know.
4 Were the world about to end tomorrow, how would you spend tonight?
5 I think it might be better if we didn't have school on Mondays.
6 Were Nico better at maths, he would / might be able to become an accountant.

2

- 1 is to get off the
2 would have them seen
3 how would you
4 miracle if he
5 be / feel in need
6 would / should have it (taken)
7 chance you bump
8 are (going) to meet the / our / this

3

- 1 d 2 h 3 e 4 c 5 g 6 b 7 a 8 f

4

- 1 will / would
2 not
3 to
4 would
5 appreciate
6 were
7 is
8 do
9 could
10 are
11 would
12 is / was
13 should
14 required
15 will / would

SECTION 4

check

3 ✓

Practice p 89

1

- 1 a ✓ b ✓ 2 a ✓ b X 3 a ✓ b ✓
4 a ✓ b ✓ 5 a X b ✓

2

- 1 it hadn't been
2 the law if you hadn't carried / been carrying / didn't carry / weren't carrying your
3 not been
4 have been better / well

- 5 he must have
6 for the

3

- 1 If we hadn't done our homework together, we wouldn't have found out so much about each other.
- 2 If we hadn't found out so much about each other, we wouldn't have discovered that we had a lot (or: so much) in common.
- 3 If we hadn't discovered that we had a lot (or: so much) in common, he wouldn't have invited me to go to the National Gallery.
- 4 If we hadn't gone to the National Gallery, we wouldn't have seen the most incredible paintings.
- 5 If we hadn't seen those incredible paintings, I wouldn't be a true art-lover now.
- 6 If I weren't / wasn't a true art-lover (now), I wouldn't have gone to the National Gallery again yesterday.
- 7 If I hadn't gone to the National Gallery again yesterday, I wouldn't have met another art-lover there.
- 8 If I hadn't met another art-lover there yesterday, I wouldn't be going out to dinner tonight.
- 9 If I wasn't / weren't going out to dinner tonight, I would have phoned you.
- 10 If I had phoned you, you would have warned me about going out with art-lovers.

4

- (1) condition (2) provided / providing
(3) long (4) only (5) unless (6) but
(7) have (8) Had (9) would (10) even
(11) Were (12) notice (13) not (14) say
(15) Should

SECTION 5

Pre-practice

- 1 a verb b adjective c adjective
d adjective e verb f noun
2 co- president, exist
pseudo- classical
ex- rival, president
anti- bloodsports
hyper- active
multi millionaire
counter proposal
mal treatment
arch rival
3 a c d
4 inept, infinity, imbecile

Practice p 91

1

- 1 *inter-city* (between) 2 *superpower* (very

- big) 3 *ex-wife* (previous) 4 *mini hi-fi*
(small) 5 *abnormal* (not) 6 *overspend*
(too much) 7 *co-author* (together)
8 *archenemy* (main) 9 *transcontinental*
(across) 10 *preview* (before)

2

- Across:** 2 mono 3 semi 5 multi 8
off 10 non 11 over 12 bi 13 under
17 post 18 in 19 mis 20 pre
21 counter 23 out 25 neo 26 ir
Down: 1 de 2 mal 3 sub 4 im
6 inter 7 uni 8 on 9 fore 12 be
14 dis 15 re 16 ante 17 pseudo
20 pro 21 con 22 tri 24 un

3

- 1 a 2 b 3 d 4 d 5 b 6 a

4

- 1 interminable
- 2 inexplicably
- 3 unquenchable
- 4 overblown
- 5 pre-ordained
- 6 irrefutable
- 7 unethical
- 8 immoral
- 9 preconceptions
- 10 predominantly

SECTION 6

Pre-practice

- 1 prosecutor applicant nominee
donor pilot beggar
2 contemptibly, contemptuously
considerably, considerably
comprehensibly, comprehensively
respectively, respectfully
3 -ist 1, 2
-hood 2
-or 1, 2
-ee 1, 2
-en 1, 3
-ision 2
-some 1
-y 1
-ship 2
-ise 3
-ical 1
-ify 3
-ible 1
-ant 1
-ive 3
-ness 2

- 4 a strength
b breadth
c depth
d width
e derision
f collision
g provision
h curiosity
i extent
j amendment

- 5 roadworthy
accessible
helpful
likeable
foolproof
airtight
ladylike

Practice p 93

1

- 1 glamorous
- 2 heroic
- 3 bravery
- 4 impressive
- 5 ignorant
- 6 irrelevance
- 7 consultative
- 8 inconsiderable
- 9 invaluable
- 10 repeatedly
- 11 worthless
- 12 failure

2

- 1 watertight
- 2 hopelessly
- 3 evidence
- 4 inadmissible
- 5 cowardly
- 6 absence
- 7 psychiatrist
- 8 defendant
- 9 totally
- 10 trustworthy
- 11 saintly
- 12 testify
- 13 spotless
- 14 community
- 15 illiteracy
- 16 childhood
- 17 predictable
- 18 moved
- 19 tearfully
- 20 guilty

3

- 1 relegation
- 2 inconsistency
- 3 leadership
- 4 inexperienced
- 5 pressing
- 6 strengthen
- 7 unbelievably
- 8 infinitely
- 9 reliable
- 10 competition

Exam practice 5

1

- 1 were
- 2 find
- 3 if
- 4 had
- 5 would

- 6 were
- 7 should
- 8 Suffice
- 9 gave
- 10 had
- 11 Had
- 12 been
- 13 killed
- 14 not
- 15 should

2

- 16 when you're coming, I won't be
- 17 hadn't been for you lending a hand,
- 18 I had struck while the iron was
- 19 high time they made their
- 20 for his courageous action
- 21 will have been sold if we don't / unless we
- 22 it not been for your timely intervention
- 23 don't call me tomorrow I'll assume
- 24 you had been in my shoes,
- 25 I had never set foot

3

- 26 impractical
- 27 unworkable
- 28 impossibility
- 29 discouraging
- 30 inconceivable
- 31 irrefutable
- 32 unprecedented
- 33 unsuitable
- 34 unpredictable
- 35 similarly
- 36 forewarned
- 37 invaluable
- 38 ill-advised
- 39 indispensable
- 40 fitness

Unit 6

Entry test

1

- a i) iii) iv)
- b i) ii) vii)

2

- a was our annoyance that we simply walked
- b not to be distracted (when I'm) at / during my
- c designed in such a way as to stamp / rule
- d for fear of making

3

- a as it / the meal is / was
- b not having / not having had
- c early I go to
- d as I'd like
- e matter how hard
- f though she is

4

- a i) ii)

- b iii) iv)
- c i)
- d i)

SECTION I

check

1 2 4 5

Practice p 103

1

- a Since 1997, exports have been booming.
- b When I get back, I'll tell you about it.
- c On examining (or: When he examined) it more closely, he realised the ticket was for the next day.
- d Once she has understood the procedures, she'll work much faster.
- e I'd no sooner taken my seat than the fire alarm went off.
- f As our bus didn't leave for another hour, we didn't have to rush. (or: Our bus didn't leave for another hour so we didn't have to rush.)

2

- 1 now that d 2 while c 3 the minute e
- 4 on b 5 once a

3

- 1 Being half German, I can speak the language fluently.
Since I'm half German, I can speak the language fluently.
- 2 Let's avoid the motorway in case the traffic is heavy on it.
Let's avoid the motorway as the traffic may be heavy on it.
- 3 Never having been there, I can't really comment.
Seeing that I've never been there, I can't really comment.
- 4 Inasmuch as they have failed to implement one item of their manifesto, this Government is clearly ineffective.
Having failed to implement one item of their manifesto, this Government is clearly ineffective.
- 5 No sooner had I turned on the TV than the doorbell rang.
I had no sooner (or: I had hardly) turned on the TV when the doorbell rang.
(or: Hardly had I turned on the TV when the doorbell rang.)
- 6 Nobody has seen the boy since just before Christmas.
The last time the boy was seen / anyone saw the boy was just before Christmas.
- 7 The moment she came in, I knew (immediately) something was wrong.
As soon as she came in, I knew (immediately) something was wrong.

4

- (1) sooner
- (2) On
- (3) ever
- (4) moment
- (5) hardly / barely
- (6) When
- (7) knowing / realising / aware / saying / claiming
- (8) until
- (9) then
- (10) As
- (11) time
- (12) which
- (13) As / While
- (14) since
- (15) before / ago

SECTION 2

check

1 R 2 R 3 P 4 P 5 R

Practice p 105

1

- 1 The questions were so difficult (that) I got terribly depressed.
They were such difficult questions (that) I got terribly depressed.
- 2 Unless we get there soon, there won't be any seats left.
We must / should get there soon; otherwise there won't be any seats left.
- 3 Let's meet tomorrow so that we can sort out any remaining difficulties.
Let's meet tomorrow in order to sort out any remaining difficulties.
- 4 I took the country roads so as not to get stuck in traffic.
I took the country roads for fear of getting stuck in traffic.
- 5 A lot of people have been made redundant; consequently, there have been enormous social problems in the community.
A lot of people have been made redundant and as a result there have been enormous social problems in the community. (or: Enormous social problems in the community are a result of a lot of people being made / having been made redundant.)

2

- 1 (unemployed) / who
- 2 (significant) / result / effect
- 3 ✓
- 4 (town) / as
- 5 ✓
- 6 (smiling.) / So
- 7 ✓
- 8 (serving) / such
- 9 ✓
- 10 (is) / so

- 11 (as) / a
- 12 (here) / so
- 13 (such a) / way
- 14 (that,) / as
- 15 (jobs) / or
- 16 ✓

3

- 1 lose sight of our stated aims, let's
- 2 Bill's personality that we constantly lived in fear
- 3 a way that it will be of (or: a way as to be of) interest
- 4 so as not to be disturbed by
- 5 is not for making the picture bigger, what
- 6 to avoid (total) confusion,

SECTION 3

check

- 1 Even though there were minutes left to the deadline, we refused to panic. (or: We refused to panic, even though there were minutes left to the deadline.)
- 2 Our project is not meeting with much success, much as we might dislike it.
- 3 I spent hours on the Internet even though I knew I was wasting my time.
- 4 Despite (or: In spite of) his youth, he had a very mature approach to life.
- 5 Fines are a good way of punishing people. However, they are of no use if they cannot be paid.

Practice p 107

1

- 1 matter
- 2 however
- 3 as
- 4 Wherever whoever
- 5 Although
- 6 Whatever
- 7 despite
- 8 Whereas
- 9 whichever

2

- 1 Even though we've got no money, we're very happy.
- 2 The wind blew all the time. Nevertheless, we still managed to enjoy ourselves.
- 3 I like her new boyfriend. However, I don't trust him.
- 4 I know there's an economic recession. All the same, our profits should still be higher.
- 5 While reorganisation is a good idea, it would cause friction in this department.
- 6 Much as I love Sting's music, I (still) thought his latest CD was disappointing.

- 7 She's inexperienced, and yet I (still) think we should take her on.
- 8 My grandad's over ninety. Even so he manages to remain active.
- 9 In spite of being a quiet man, he manages to intimidate his employees.
- 10 Incredible as it may sound, I really fancy George W. Bush.

3

1G 2B 3C 4A 5I 6E

SECTION 4

Pre-practice

- 1 a planning / intending / going / hoping, etc.... to
- b intention... on c mind... of
- 2 affect

Practice p 108

1

- 1 of being driven / kicked / thrown etc
- 2 mind not to
- 3 her to change
- 4 in going / trying to
- 5 with the idea
- 6 of going on
- 7 rise to a
- 8 from the fact
- 9 from when

2

- (1) means (2) affects (3) causes (4) leads
- (5) results

3

- (O) can be traced back to is due to
derives from has its roots in
dates back to has its origins in
springs from
- (E) gives rise to sparks off
engenders sows the seeds of
breeds

4

- (underline:) 1 d 2 c 3 b 4 b 5 d 6 b
7 d 8 c

5

- 1 with a view to starting
- 2 all stemmed from our computers
- 3 wasn't only due to / was not due only to
- 4 should not be affected in any way by /
should not in any way be affected by /
should in no way be affected by /
should not be affected at all by
- 5 has no bearing (whatsoever / at all) on
- 6 is a common cause of anxiety
among(st) / for / with
- 7 could well / easily result in
- 8 have their roots in

SECTION 5

Pre-practice

- 1 pen friend news bulletin ring-pull
mouse mat fridge-freezer
estate car
- 2 broad-minded = liberal boiling
point = 100 degrees
global warming = environmental
problem solar energy = power
from the sun warm-hearted = kind
cold-blooded = brutal
- 3 Yes, I'm computer literate. It's only
make-believe. The party was a free-
for-all. He's got a safety-first
mentality. She's a Madonna look-alike.

Practice p 110

1

- 1 a four-storey building 2 the price of
gas 3 gas prices 4 the water's edge
5 a stone's throw 6 the/a film's
popularity (or: the popularity of the /a
film) 7 a shirt button 8 a ten-year
sentence 9 the end of the world
10 a 200-page book 11 the heart of
the matter 12 a moment's hesitation
13 a university degree 14 the sea bed
15 a coat of paint 16 (at) arm's length
17 a hair's breadth 18 a/the car door
19 the/a corner of the room 20 the
car industry 21 the seashore
22 an apple core

2

- 1 WELL-DRESSED 2 LONE-
PARENT 3 ONCE-IN-A-LIFETIME
4 GAP-FILL 5 ONE-IN-A-MILLION
6 SEA-SICK 7 SHIPWRECKED
8 FIVE-CARAT 9 DIRT CHEAP
10 TREE-LINED
11 TRENDSETTERS
12 SEABIRD
13 LONG-AWAITED
14 DEEP-SEATED

3

- 1 c 2 b 3 a 4 d 5 b 6 a
7 b 8 a 9 c 10 a 11 b
12 c 13 a 14 a 15 a

4

- 1 day 2 sized 3 layer 4 effect
5 phone 6 satellite 7 control
8 rock 9 drain 10 flower
11 cleaner 12 line 13 alarm
14 machine 15 dryer

Exam practice 6

1

- 1 while 2 ✓ 3 such 4 ✓ 5 to
6 of 7 ✓ 8 that 9 as 10 since
11 even 12 to 13 ✓ 14 so 15 that
16 even

2

- 17 hearing the news, Suzette
(immediately) rang
18 was the passion with which he spoke
that
19 as / though the mountain route may
be, there
20 as I dislike backtracking on my
promises,
21 as he has been an influence on

3

- 22 B 23 C 24 A 25 D
26 A 27 C 28 D 29 A
30 B 31 D 32 C 33 A
34 D 35 C 36 B

Unit 7

Entry test

1

- a am confident of them / their
b loath to employ anyone / someone so
poorly
c assured she was immune from
prosecution for what
d fell short of the target / figure / what
had been
e the president elect was so well known

2

- a half a century ago has there been an
economic disaster of such
b the finishing line came into sight did I
(really / truly) believe that victory
c in the media does a single topic
d circumstances are insurance salesman to
be trusted / should insurance salesman
be trusted
e by breaking every rule in the book did he
win
f does the novel succeed in making a
serious point, it also gets / has its
g account may / should / must you leave /
are you to leave the premises without
letting the supervisor

3

- a like as much / well / healthily
b the more / the less
c the same
d did everyone
e bit / lot / little / little bit like
f as if / though she was going to burst
g near as
h good / high / low / bad / impressive a

SECTION 1

check

(tick:) 1 (deadly) 4 (due) 5 (involved)
(though it could be argued that this is a
shortened relative clause 'who was
involved')

Practice

p 117

1

- 1 concerned 2 elect 3 inclined 4 liable
5 certain 6 devoid 7 free 8 filled

2

- 1 low 2 widely 3 sharp 4 dearly
5 shortly 6 deep

3

- 1 to...with...with
2 to...of...of
3 to...of
4 that...for...to
5 of...on...that
6 to...by / at...to...that

4

- 1 is intent on making a
2 (to be) devoid of any common sense
3 not prepared to risk losing everything
4 the doctor, when is she due to give
5 of exchange is liable to vary from day
6 are anxious that you (should) feel at
7 to be thoroughly ashamed of the way
you

SECTION 2

check

(tick:) 2 4

Practice

p 119

1

- (underline:) 1 b, d, f, h, i
(underline:) 2 b, d, e, f, h

2

- 3 g 4 h 5 a 6 e 7 f 8 c 9 d 10 b

3

- 1 have I seen in all / the whole
2 since I was at have
3 did he would be / find himself
4 out (that) did he / would he
5 picking / breaking the got
6 I had been here (for) did I

4

- (1) have (2) Not (3) do (4) but
(5) intent (6) sooner (7) than (8) Barely
/ Hardly (9) when / before (10) no
(11) allowed / permitted (12) moment
(13) when / if (14) only
(15) circumstances

SECTION 3

check

1 d 2 e 3 b 4 a 5 c

Practice

p 121

1

- 1 They are quicker (at) doing this than
I am.
2 I got there earlier than everyone else.
3 They are not as good at using a
computer as me.
4 I don't think this novel is so / as
good as his last one.
5 I ate pretty much the same as the last
time I went to his restaurant.
6 The longer I sit here, the less I feel
like moving.
7 I prefer Tarantino's films to Oliver
Stone's.
8 He ran like the wind.
9 He has worked as a clerk for the
same bank for most of his life.
10 They seemed as if they didn't really
understand what was going on.

2

- a (1) like (2) as (3) as (4) earlier /
sooner
b (1) to (2) rather / sooner (3) than
(4) much (5) as (6) as
c (1) were (2) like (3) of (4) such
(5) more (6) devote (7) were
(8) books / accounts (9) as (10) rather
/ sooner

3

- 1 same as she
2 (English, etc.), the more
3 like as much
4 children than no
5 as if / though they had
6 if / though he had (or: was carrying)
the

4

- 1 nowhere near as close as we used to
2 fewer than 70,000 people availed
themselves of
3 prefer playing tennis to watching

SECTION 4

Pre-practice

- 1 a all things considered
b with hindsight
2 a 4 b 1 c 2 d 3

Practice

p 122

1

- (underline:) 1 On the other hand
2 On the contrary 3 On the other hand
4 in the end 5 at the end
6 As a rule 7 On balance 8 to all
intents and purposes

2

- 1 predominantly 2 on the contrary 3 let
alone 4 notably 5 to a certain extent

- 3
1 primarily 2 particularly 3 believe it or not 4 As regards 5 Like it or not

- 4
1 in the main 2 not to mention 3 when it comes to 4 chiefly 5 In some respects

- 5
1 At...in 2 As...at 3 speaking...as 4 With...all 5 To...in 6 frank / blunt / honest...start 7 end...in 8 Up...given / considering 9 In...no 10 Off...unless

- 6
1 a 2 c 3 b 4 d 5 a 6 c
7 a 8 c

- 7
1 enough 2 as 3 whole 4 purposes 5 same 6 As 7 all 8 far 9 theory 10 put 11 by 12 way 13 contrary 14 with 15 balance

SECTION 5

Pre-practice

- (underline:) 1 stands bears invites
2 favourably unfavourably
3 marked striking distinct
4 a discrepancy b resemblance
c differentiates
5 a considerably slightly much rather immeasurably far
b nowhere near nothing like not quite
6 as against in contrast to compared to in comparison with
7 a cheese b common c spots
d class e streets f head

Practice p 124

- 1
1 b 2 a 3 c 4 c 5 c 6 c 7 c 8 a

- 2
(1) differ (2) discriminate (3) likened
(4) differentiating (5) diverged
(6) contrast (7) varies

- 3
1 cheese 2 common 3 totally
4 similarities 5 differ 6 against
7 opposed 8 contrast 9 Whereas
10 unlike

- 4
1 are streets ahead of our
2 she is nothing like as proficient
3 because/as she knocked/could knock spots off
4 Beckham is in a class of
5 bears an uncanny resemblance
6 Thessaloniki is miles better for shopping than
7 but he doesn't bear comparison with

Exam practice 7

- 1
1 alone 2 really 3 closer / nearer
4 than 5 to 6 inconsiderable / insignificant 7 like 8 enough
9 good / reasonable / reliable / fair
10 that 11 about / roughly / approximately 12 Only
13 speaking 14 to 15 in

- 2
16 SLEEPY 17 THOROUGHLY
18 SUFFICIENTLY
19 INDEPENDENT 20 WALKABLE
/ WALKED 21 UNATTRACTIVE
22 GENEROUSLY 23 COLOURFUL
24 APPEALINGLY 25 STUNNING

- 3
26 C 27 B 28 D 29 C 30 A
31 B 32 D 33 A 34 B 35 A
36 C 37 B 38 C 39 A 40 B

- country in chaos.
2 Big business has been hit by inflation.
3 The manager of United / The United manager is facing the sack after the latest defeat.
4 Computers have been (or: are being) blamed for the / a record number of job losses.
5 Environmentalists say the water people drink is not fit for animals.
6 The level of unemployment is the highest since the mid-nineteen-nineties.

- 4
Delete *The* before *war takes over*
Delete *the* before *society does*
Delete *the* before *mankind*
Delete *the* before *history shows*
Change *are to is* after *patience*
Change *are to is* before *likely*
Change *informations to information*
Insert *the* before *future*

SECTION 2

check

- 1 Your reading glasses are by the bed.
2 ✓
3 There is one locking nut and four bolts for each wheel.
4 I have a great deal of experience in dealing with problems / a problem like this.
5 That's really good advice.

Practice p 133

- 1
1 ✓
2 The scissors in the sewing box *need* sharpening.
3 This pair of binoculars *has* been in this drawer for as long as I can remember.
4 ✓
5 I can't say that economics is a subject I've ever been very interested in.
6 There's one potato and two onions in the recipe.
7 Where *have* those kitchen scales gone that we used to have?

- 2
1 ✓
2 After *an interesting trip / journey* to Los Angeles, he wanted to live in the USA.
3 An undiagnosed illness in his twenties has left him with virtually no *hair*.
4 We learn many things throughout *life*.
5 ✓

- 3
...in **the** dim and distant past...by **a** man called...but **the** impact he had in **the** sixties and seventies was incredible.
... 'Blowing in **the** Wind'... must **a** man look up before he can see **the** sky?' I

Unit 8

Entry test

- 1
Delete *the* after *claimed that*
Delete *the* before *government*
Insert *The* before *First World War*
Delete *the* before *society*
Insert *the* before *nature*
Delete *the* before *violence*

- 2
(1) time (2) were (3) was (4) a
(5) lives
3
(1) The (2) the (3) a (4) the / one's / your
4
(1) The (2) the (3) poor (4) good
(5) impossible

SECTION I

check

- (tick:) 1 3 4

Practice p 131

- 1
1 fun 2 history 3 knowledge
4 progress 5 life 6 beauty
2
1 *Beauty* 2 *advice* 3 *poetry*
4 *the frustration* 5 *violence* 6 *chaos*
7 *the...strength* 8 *progress* 9 *the...fortune*
10 *dudgeon*
3
1 The death of the President has left the

mean, a question like that... 'How many times must a white dove fly before it sleeps in the sand?' And then the answer to the profound questions: 'The answer, my friend, is blowing in the wind'. The generation after mine... 'The very thought of you', 'Just the way you look tonight', 'The night they invented champagne', ...can a mountain exist before it is washed to the sea?' And there was a whole generation singing along to the song... I say it's a funny world we live in.

- 4
- 1 Thank a goodness that she has escaped without a harm to a life or a limb.
 - 2 In the times gone by, the marriage was often a matter of the luck.
 - 3 It was a love at the first sight that brought the couple together.
 - 4 A man has always struggled with the dichotomy of the security of the permanence and the quest for the change.
 - 5 Being on a duty for seventy hours certainly gives you a taste of what the life as a doctor is like.

- 5
- (1) from / of (2) the (3) has (4) the (5) Earth (6) our (7) deep / deeper / sound / better (8) past (9) the (10) is / remains (11) instruments (12) climate (13) lakes / rivers (14) allow / enable (15) periods / times / eras

SECTION 3

check

- a ✓
2 Delete the before seagull
3 ✓
4 Delete a before piano
e ✓

Practice p 135

- 1 (tick:) 1 Accidents 2 a 3 his 4 the 5 The 6 the 7 a 8 a 9 the 10 the
- 2
- 1 What is the name for a cross between a donkey and a horse? (a mule)
 - 2 What is the proper name for the 'funny bone'? (the humerus)
 - 3 What is another expression for 'put your / one's foot in it'? (say the wrong thing)
 - 4 What do we / you call the young of a kangaroo? (a joey)
 - 5 What have an / the ostrich and an / the emu (got) in common? (they can't fly)

- 6 What is one word for a 'pain in the neck'? (a nuisance)
- 7 Where in the human body is the femur? (the thigh / upper leg)

3

- 1 his hair 2 his toes 3 the head
4 your head 5 the eye, the stomach
6 the foot 7 the back 8 my throat

4

- 1 b the balalaika d the fool e the lead
2 a the telephone c the camera
d the cinema f the computer
h the Internet i the aeroplane

5

- 1 ✓ 2 ...in the hand..., ...in the bush
3 ✓ 4 the upper hand 5 ✓
6 On the other hand

6

- Insert the before wolf Replace a with
the before timber wolf Replace a with
the before dog family Replace the with
a before species Replace A with The
before den Delete the before humans

SECTION 4

check

- 1 unusual 2 flying 3 dead 4 exotic
5 latter

Practice p 137

1

- 1 ✓ 2 The deceased 3 tend 4 ✓
5 can't do it 6 ✓ 7 out of the
ordinary 8 The supernatural is

2

- 1 continues 2 good 3 poor
4 the 5 visually 6 hard 7 deaf
8 all 9 impossible 10 extreme
11 bald 12 vertically 13 hand
14 old 15 the

3

- (circle:) 1 a 2 c 3 d 4 c 5 a

4

- 1 ✓
2 The lying around in the sun is many people's idea of the happiness.
3 ✓
4 The accused was finally convicted of the breaking and entering.
5 I prefer the listening to opera to the watching it.
6 ✓

5

- 1 have to take the rough with the
2 away from home will be the making of
3 return this to the undersigned without
4 to mock the

- 5 playing of national anthems at this tournament is
- 6 be prepared for the unexpected at all

SECTION 5

Pre-practice

- 1 Normally countable nouns used uncountably: heart mind matter
Normally uncountable noun as a plural: interests chances
2 c d e

Practice p 138

1

- 1 authorities 2 hopes 3 heavens
4 powers 5 waters 6 conditions
7 sands 8 weathers 9 travels
10 interests 11 strengths 12 odds
Odds has no uncountable form

2

- 1 terms 2 sights 3 talks
4 expenses 5 looks 6 dislikes
7 matters 8 feelings 9 movements
10 means 11 arms 12 purposes
Means has no singular form

3

- Across: 2 comings 6 enemies 8 words
9 winnings 10 corners 11 sides
13 turns

- Down: 1 proceeds 3 goods 4 beggars
5 friends 7 means 12 ins

4

- 1 odds 2 sights 3 intentions 4 eye
5 action

SECTION 6

Pre-practice

- 1 a = Increasing, improving
b = Approaching, appearing
c = Completing, finishing
d = Continuing
2 a = Separation, ending
b = Departure, removal
c = Producing
d = Completely, to the end
3 a = Decreasing, reducing
b = Removal, disposal
c = Without stopping
4 a = In the past
b = Thinking, talking about something
c = Happen, take action

Practice p 141

1

- 1 back 2 up 3 out 4 off
5 about 6 down 7 over 8 on

2

1 d levelled fallen 2 f howled hooted
3 b matched measured 4 h shovelled
wolfed 5 c coughs stumps
6 e faded ebbed 7 j held fought
8 g lounging standing 9 i chewing
mulling 10 k beavered slogging

3

1 b 2 c 3 a 4 d 5 a 6 d

Exam practice 8

1

1 the 2 ✓ 3 ✓ 4 a 5 the 6 of
7 a 8 a 9 up 10 ✓ 11 off 12 in
13 ✓ 14 the

2

15 in your interests
16 Simon has designs on (taking over)
17 are most people's means of transport
18 have high hopes of my son's
19 to take the rough with the smooth

3

20 its 21 The 22 a 23 a
24 its 25 in 26 hunted / killed
27 wipe 28 the / Canada's / Alaska's
29 on 30 detailed / clear 31 of
32 extreme 33 the 34 out

4

35 came 36 put 37 handed
38 blow 39 terms 40 waters

Unit 9

Entry test

1

(1) No (2) they / all (3) whole (4) who

2

a bit as good b every one c once in
d right

3

(1) other (2) none (3) something
(4) one

4

(1) a (2) few (3) most (4) fair / good

5

a seem / appear to be getting / going
b by any c to some d here / arriving /
leaving (at) any

SECTION 1

check

1 is / are 2 have 3 are 4 are / is 5 is

Practice p 147

1

- All chocolate comes from cocoa beans.
- Both ordinary and white chocolate are made from cocoa butter.
- There are very few people who like neither of them.
- I have no particular preference: I'll eat either.
- Yesterday, in fact, I ate the whole of a 400g bar / a whole 400g bar / all of a 400g bar.
- My friends bet me I couldn't eat all of it / it all.
- None (or: not one) of them believed I could do it and not be sick.
- All people love (or: Everybody loves) chocolate.
- Chocolate is eaten all over America / over the whole of America.
- For all we know, chocolate may be the elixir of life.

2

- (1) whole (2) all (3) both (4) both (5) all (6) none (7) all (8) all (9) neither (10) none (11) Both (12) either (13) both (14) whole (15) Neither (16) either (17) All (18) neither (19) both (20) no

3

- 1 of 2 the 3 either 4 both 5 ✓
6 of 7 all 8 neither 9 either 10 ✓
11 all 12 ✓ 13 both 14 whole 15 ✓
16 neither

SECTION 2

check

- every 2 Each 3 Each / Every 4 every
5 every / each

Practice p 149

1

- every 2 each...- 3 each 4 -
5 Every...each 6 each 7 each 8 -...

2

- every...other 2 each 3 has 4 often
5 every 6 each 7 each 8 every 9 bit
10 now

3

- Each 2 every 3 each 4 Every 5 Every
6 Every

4

- (1) every (2) all (3) every (4) all
(5) All (6) whole (7) each (8) every
(9) every (10) no (11) none (12) every
(13) Each (14) all (15) none (16) All
(17) every (18) no (19) each (20) No

5

- every 2 bit 3 as 4 one 5 is
6 each / every 7 each / every
8 an / its 9 so 10 of 11 every
12 each / every 13 more 14 just
15 while

SECTION 3

check

(tick:) 1 pronoun 2 determiner /
pronoun 3 pronoun 4 determiner /
pronoun 5 pronoun

Practice p 151

1

- 1 ones 2 another 3 the others 4 another
5 the other 6 one 7 one 8 another

2

- (1) other (2) other (3) other (4) another
(5) other's (6) others (7) another
(8) others (9) other (10) another

3

- (1) one (2) one (3) the (4) another
(5) others (6) each (7) other
(8) another (9) one (10) none

4

- 1 one 2 the 3 the 4 other 5 another
6 one 7 The 8 ✓ 9 of 10 ✓
11 other 12 ✓

SECTION 4

check

(tick:) 1 2 4

Practice p 153

1

- Much of Holland is below sea level.
- Not many people know much about him.
- Don't hurry: we have a little time left before we have to leave.
- Most people complain about the weather here.
- Quite a few people came to his party.
- He's had a lot of good luck in his life.
- I've been to visit him many times / many a time.
- We've put in a good many hours to get this work finished.

2

- (1) much (2) many (3) lot (4) most / many (5) little / less (6) much / most (7) make (8) Most (9) plenty / something / lots / things (10) little / no

3

- 1 a gardener, I'm afraid.
2 much of that play.

- 3 time I've thought of giving up and leaving.
4 many (of my) friends feel the same as I do.

- 4
1 as (before 'again') 2 of 3 the
4 much 5 little 6 less 7 ✓ 8 the
9 many 10 few 11 the 12 quite
13 ✓ 14 all 15 ✓

SECTION 5

check

unacceptable: 1 4

Practice p 155

- 1
1 any 2 some 3 nowhere 4 any 5 anything
else / something else 6 any / some 7 Any
8 any 9 any 10 some

- 2
(1) something (2) any (3) no one / nobody (4) Hardly (5) broadcast / included (6) everyone / everybody (7) those / any (8) anyone / anybody (9) any (10) some

- 3
1 all 2 some / about / roughly 3 any
4 any 5 is 6 other 7 anyone / someone

- 4
1 something 2 ✓ 3 some 4 everybody
5 ✓ 6 anyone 7 else 8 more 9 ✓
10 any 11 else 12 nearly 13 any 14 some

SECTION 6

Pre-practice

- 1 a a part b a part of uncountable noun c a part d a group e speed of movement f a fixed shape / a part / a small amount g a fixed shape / a small amount / part of an uncountable noun h a large amount
2 a knob dash b pinch

Practice p 156

- 1
1 thugs 2 chips 3 rain
4 evidence 5 milk 6 sunshine

- 2
(underline:) 1 snow 2 strawberries
3 bread 4 children 5 ideas 6 salt
7 paper 8 grass 9 actors 10 question

- 3
(1) shock (2) torrent (3) stream
(4) touch (5) drop (6) dash (7) stack
(8) stroke (9) amount (10) trace

- 4
(underline:) 1 d 2 c 3 a 4 d 5 a 6 d
7 c 8 b 9 d 10 c

- 5
1 column 2 ball 3 trace
4 bunch 5 spot 6 wave

SECTION 7

Pre-practice

- 1 d
2 c

Practice p 158

- 1
1 ratio 2 amount 3 volume
4 margin 5 sum 6 stock 7 degree
/ extent 8 incidence 9 extent
10 quota 11 rate 12 point
13 proportions 14 reserves 15 load

- 2
(cross out:) 4 size 6 a horrible

- 3
1 a 2 b 3 b 4 a 5 b 6 d
7 b 8 c 9 a 10 d

- 4
1 c 2 b 3 d 4 a 5 a 6 c
7 b 8 c 9 a 10 d 11 c
12 a 13 c 14 d 15 c

- 5
(1) shock (2) torrent (3) stream
(4) touch (5) drop (6) dash (7) stack
(8) stroke (9) amount (10) trace

Exam practice 9

- 1
1 anything 2 too 3 much
4 so 5 every 6 every 7 some
8 lot / bit 9 no 10 the 11
the 12 many / most 13 much
14 Neither 15 fair / good

- 2
16 A 17 B 18 D 19 C
20 D 21 D

- 3
22 every right to be
23 practically all the tickets for the performance
24 domestic problems have been the result of / tend to be the result of / have tended to result from
25 to make full use of

- 4
26 few 27 numbers 28 amount
29 few 30 not 31 an 32 all
33 in 34 either 35 other
36 chance 37 none / few
38 another 39 the 40 both

Unit 10

Entry test

- 1
(1) expected (2) That (3) fact
(4) that (5) It

- 2
(1) what (2) how (3) to (4) whether
(5) whether / if

- 3
(1) To (2) for (3) to (4) have
(5) saying / claiming / asserting etc.

- 4
(1) been / remained (2) those
(3) These (4) such (5) such

SECTION 1

check

- 1 that we'll do all the preparations
2 he didn't do it
3 it was a waste of time
4 that they'll succeed the first time
5 That he is here at all

Practice p 165

- 1
1 (cross out:) c
2 (cross out:) b g

- 2
(cross out) 2 factual 3 legal
5 comfortable

- 3
1 neglected to send me a birthday card I
2 truth is that the company is in the
3 likely that our paths will ever cross / unlikely that our paths will never cross
4 it ridiculous that William retains his belief man

- 4
(1) E (2) D (3) A (4) F (5) G (6) C

SECTION 2

check

- 3 ✓

Practice p 167

- 1
1 what you 2 how serious / grave / bad 3 which...from 4 to turn 5 know how 6 what a

- 2
(cross out:) 1 if informal 2 if 3 if
4 if informal 5 if informal 6 if
7 if 8 Whether 9 if informal 10 if informal

3

- 1 on is how
- 2 be released / freed / let out is a question
- 3 up a
- 4 we / the authorities can avoid prisons
- 5 do about / with
- 6 to make the
- 7 be done

4

- 1 precisely how fast the vehicle was going
- 2 what the relationship is between
- 3 the departure times of trains
- 4 (really) infuriated me was that he didn't phone
- 5 how often earthquakes (really) happen
- 6 (that) he was / seemed / looked in the best of
- 7 what can only be described as an
- 8 you like it or not, that's
- 9 how badly she wants / if she really badly wants
- 10 route to take

SECTION 3

check

(cross out:) 4

Practice p 169

1

- 1 j 2 a 3 g 4 d 5 i 6 f
- 7 b 8 h 9 e 10 c

2

- 1 the plot wasn't a problem for me.
- 2 to shoot the hostages if food wasn't sent.
- 3 of going / (for me) to go to the USA doesn't crop up / present itself / arise very often / isn't one I have / get very often.
- 4 wonderful to see you again after all this time.
- 5 to understand everything she said was difficult because the subject was so difficult.
- 6 getting such a good job is brilliant.

3

- 1 to come to England.
- 2 coming to England.
- 3 to come to England.
- 4 come to England.
- 5 coming to England.
- 6 to come / on coming to England.
- 7 come to England.
- 8 coming to England.
- 9 coming to England.
- 10 coming to England.

4

- (1) intend / plan / mean (2) enjoyed
- (3) being (4) made (5) broadening
- (6) objected (7) managed (8) accused
- (9) pride (10) for (11) complain
- (12) Being (13) entitles (14) plans
- (15) sue

SECTION 4

check

(underline:) 1 Such 2 That 3 That is
4 so 5 so

Practice p 171

1

- 1 That 2 such 3 those 4 these
- 5 so 6 such 7 this 8 so

2

- 1 b 2 a 3 d 4 e 5 c

3

- 1 b 2 c 3 a 4 e 5 d

4

- (1) those (2) so (3) Such (4) those
- (5) This / That (6) those (7) such
- (8) this / that (9) so (10) that (11) so
- (12) this (13) these / those (14) so
- (15) that

SECTION 5

Pre-practice

1

- a as b with c to d to e on

2

- a to b at c from d in e by
- f in g on h on

3

- these phrases: Hard as it is to believe
- Amazingly enough
- Quite inexplicably
- Contrary to forecasts

Practice p 173

1

- 1 namely 2 focus 3 latter
- 4 former 5 respectively 6 more
- 7 say 8 worse 9 the 10 cap
- 11 such 12 On 13 terms
- 14 comes 15 regards / for

2

- 1 b 2 c 3 c 4 b

3

- first text: 1 C 2 A 3 B 4 A 5 A
- 6 D
- second text: 1 B 2 C 3 A 4 C 5 D
- 6 B

SECTION 6

Pre-practice

- 1 abject acute acceptable
deficiency low
- 2 rolling in it content plentiful
ample abundance nothing

Practice p 174

1

- 1 (1) hard up (2) full (3) brimming
- (4) unimaginable (5) surfeit (6) surplus
- (7) Overweight (8) untold (9) excessive
- (10) overdid (11) fleets (12) butter
- (13) wine (14) need (15) fraction
- 2 (1) Short (2) dire (3) clear (4) lack
- (5) non-existent (6) scarcity (7) basic
- (8) devoid (9) lacking (10) hardship
- (11) bereft (12) scraps (13) drop
- (14) utter (15) empty

2

- 1 We are in need of assistance from somebody like you.
- 2 What he lacks in experience he makes up for in / with enthusiasm.
- 3 The pay increase fell short of what we (had) hoped for / what we (had) hoped it would be.
- 4 The company's profits have gone up by nearly 100%.
- 5 There's no need for anything to be done about payment yet.
- 6 Their vitamin deficiency lies / is at the heart of their problem(s).
- 7 The old man guaranteed that she would want for nothing. (or: 'I guarantee you'll want for nothing', the old man said to her.)
- 8 We seem to be suffering (from) a paucity of talented athletes at the moment.

3

- 1 wanted for nothing when she
- 2 to play on the computer to their hearts'
- 3 is (simply) crying out for better
- 4 was piled high on each
- 5 do with being (much) more
- 6 I have hardly anything to live
- 7 is not short of restaurants
- 8 in urgent need of a

Exam practice 10

1

- (1) so (2) how (3) how (4) such
- (5) for (6) make (7) chasing / retrieving /
- fetching / collecting (8) so (9) getting /
- being (10) why (11) That (12) fact
- (13) teaching / for (14) carry (15) this /
- that

2

- 16 depends (up)on is what the final cost
 17 she was (considerably) in debt
 18 it a bit / rather / slightly / somewhat
 incomprehensible that he believes
 19 really makes me irritated is my
 brother's refusal
 20 learnt Russian in six weeks was an
 impressive
 21 you like it or not,
 22 this list of American Presidents in
 chronological
 23 (on) three days running this week

3

- 24 C 25 A 26 C 27 D
 28 C 29 A 30 A 31 C
 32 D 33 A 34 B 35 C

Unit 11

Entry test

1

- (1) with (2) result (3) none / few
 (4) Those / Any / Students / Pupils
 (5) how / why (6) that (7) that
 (8) since

2

- (1) he (2) ranging (3) capable
 (4) thought / reckoned / considered
 (5) to (6) he (7) coming / exploding /
 erupting / rising etc.

3

- a What I think this office could really do
 with is a coffee-making machine.
 b What little rain we have had over the past
 few months didn't last long.
 c Why she (has) disappeared remains
 shrouded in mystery.
 d How you (decide to / want to) live your
 life is up to you.
 e Whoever invented the car (, he or she) is
 responsible for modern traffic and
 pollution problems.

SECTION I

check

- 1 My sister, to / with whom I am always
 being compared, (or: who I am always
 being compared to / with,) is actually
 two years older than me.
 2 His second symphony, which I heard
 last night, is not nearly as good as his
 first.
 3 I'm afraid that under the circumstances
 there is little (that) we can do.
 4 Many people were hurt in the
 explosion, several of whom were
 standing a hundred metres away.
 5 She's always open to new ideas, which
 is what I really like about her.

Practice p 185

1

- 1 whose 2 which 3 that 4 who
 5 that 6 which 7 whom 8 which

2

- 1 I met him in May, which is when I fell
 in love with him.
 2 A friend introduced us, which is how
 we met.
 3 He had the most beautiful smile, which
 is what attracted me initially.
 4 We spent a weekend in Venice, which
 is where we decided to get engaged.
 5 We had a big white wedding, which is
 what I'd always wanted.

3

- (underline:) 1 a, c, d 2 b, c 3 c, d
 4 a, c 5 a, b, c

4

- 1 majority of whom
 2 the purpose of which is
 3 at which point
 4 which up to five books can be taken
 5 witnessed the robbery were / was able

SECTION 2

check

- (tick:) 3 4 5

Practice p 187

1

- 1 ...dates / **which** (or: **that**) were
 suggested...
 2 ...a man / **in** (or: **wearing**) a pale...
 3 Children / **growing** up in this...
 4 Houses / **built** a hundred years ago...
 5 an honest girl, / **incapable** of...
 6 The next pupil / **to** make...
 7 He's the first rower to / **have** won
 four...
 8 The match, / **seen** (or: **watched**) by
 millions...

2

- (1) - (2) that (3) - (4) lost (5)
 to (6) seeing / noticing / watching
 (7) Incapable (8) who (9) responsible
 (10) to (11) who (12) fed
 (13) who / that (14) ready / willing /
 keen / prepared / eager / trying (15) to

3

- 1 broken 2 in 3 taken
 4 answering / matching / fitting...given
 5 missing 6 containing

4

- 1 that 2 ✓ 3 that 4 was 5 what
 6 were 7 abilities 8 which 9 ✓
 10 that 11 and 12 that 13 how

SECTION 3

check

- 1 ✓ what I was going to say
 2 (an adverbial clause)
 3 ✓ what you know...who you know
 4 (an ordinary relative clause)
 5 ✓ when he said he'd call back

Practice p 189

1

- 1 where 2 whatever 3 whoever 4 how
 5 Whichever 6 who 7 what 8 which

2

- 1 what 2 that / (which) 3 what
 4 which 5 which 6 What 7 what
 8 What 9 what 10 which / (what)

3

- (underline:) 1 a, d 2 a, d 3 c, d 4 a, b, c
 5 a, b, d 6 a 7 b, c, d 8 b, d 9 c 10 d

4

- 1 she said was extremely
 2 (best) to break the news to
 3 party wins the election, nothing will
 4 (little) knowledge I have about
 computers could be
 5 is exactly how I imagined Paris would
 / to
 6 we were talking about

SECTION 4

Pre-practice

- 1 a breakdown outbreak b intake
 setback c get-out cut-off
 2 a backlash b influx c outlook

Practice p 190

1

- 1 c 2 c 3 b 4 a 5 c 6 a
 7 a 8 b 9 c

2

- a breakups b pile-up c output
 d rip-off e break-out f lift-off
 g outcry h outcome i setting-up
 j takeovers

3

- 1 from the outset scientists recognised
 2 become apparent at the onset of
 3 an outcry over
 4 was a cover-up of
 5 about / with the influx of illegal
 immigrants into
 6 a number of drawbacks to / in

SECTION 5

Pre-practice

- 1 a reached b struck c overcome

- d averted e restored
 2 (underline:) a hatchet b corner
 c above d wall e corner f eggs
 3 a unavoidable b incurable
 c indecipherable d irreparable
 e insurmountable f unfathomable

Practice p 192

- 1
 1 at a loss 2 our hands of 3 away from
 (your) 4 have come / be coming 5 your
 head in the 6 can be sorted / worked /
 ironed

- 2
 1 unworkable 2 unapproachable 3 illegible
 4 incompatible 5 unintelligible 6 insoluble
 7 unpronounceable 8 unmanageable
 9 uncontrollable 10 inconsolable

- 3
 1 The doctor said that what I had could
 not be cured.
 The doctor said that there was no cure
 for what I had.
 2 It's not a long-term solution but it will
 suffice for the moment.
 It won't solve the problem permanently
 but it will do for the time being.
 3 Nothing can be done to reverse the
 ageing process. / There's nothing that
 can be done to reverse the ageing
 process.
 Unfortunately it's impossible to reverse
 the ageing process.
 4 This dispute has gone on long enough.
 It's high time there was a solution to
 this problem. / It's high time a
 solution to this problem was found.
 5 You can't turn your back on your
 paternal responsibilities.
 You can't run away from your paternal
 responsibilities.
 6 If anything untoward happens / should
 happen, just contact me.
 Should any problem(s) arise, just
 contact me.
 7 The issue of police behaviour at
 demonstrations badly needs dealing
 with.
 The issue of police behaviour at
 demonstrations could do with being
 (urgently) addressed (urgently).
 8 This problematical situation might be
 improved if you intervened directly.
 This problematical situation might be
 made better by your direct
 intervention. / You might make this
 problematical situation better by
 intervening directly.

- 4
 (underline:) 1 d 2 b 3 c 4 a 5 c 6 a
 7 c 8 c

- 5
 1 C 2 A 3 D 4 B 5 A 6 D

Exam practice 11

- 1
 (1) where (2) this (3) had
 (4) then / now (5) he (6) more
 (7) them / they (8) who
 (9) breaking / fracturing (10) which /
 that (11) who (12) the
 (13) open / available / possible / suitable
 / accessible (14) remained
 (15) for / to

- 2
 16 unemployed in the country, many of
 whom
 17 I stay next week is what worries / is
 worrying
 18 artist who painted this was (, he) was
 19 by the principal, from whom you will
 receive
 20 (few) proposals there were mainly
 21 the majority of which
 22 threatening to go on strike is (the
 reason)
 23 why / how we were able to get in
 touch
 24 not be there, in which case we'll

- 3
 25 breakdown 26 irreparable
 27 outbreak 28 insurmountable
 29 setback 30 unworkable
 31 insoluble 32 offspring
 33 inconsolable 34 onset

- 4
 35 A 36 C 37 C 38 D
 39 C 40 B

Unit 12

Entry test

- 1
 a the room rushed Peter, looking hot and
 flushed. (or: the room, looking hot and
 flushed, rushed Peter.)
 b he is opening / has opened / should
 open a restaurant at his age is
 unbelievable / I can't believe.
 c play tennis at international level is
 something I would love (to do).
 d having used software like this before is
 her problem.
 e is incredible how (easily) my business
 partner can make money.
 2
 a It wasn't until
 b It came
 c There's no need / It isn't necessary
 d There has been a growth
 e I think it's / if you ask me, it's

- 3
 a you need is / you could do with is / you
 should have is b happened was (that)
 c who got (a)round d was on a / my first,
 etc. / was on that e when I

- 4
 a I've never had (that) much interest in
 stamp collecting.
 b Chris says she has no real desire to go
 to the science museum at all.
 c Tim's ability to create chaos around him
 never fails to astound me.
 d I found the lengths he was prepared to
 go to to achieve his aims surprising (or: I
 found it surprising the / what lengths he
 was prepared to go to to achieve his
 aims).
 e The decision to knock down the historic
 building met with universal / unanimous
 condemnation.

SECTION I

check

(tick:) 1 2 3 5

Practice p 199

- 1
 1 In through the window he burst. (or:
 Through the window he burst in.)
 2 In record time they crossed the
 Atlantic. (or: It was in record time
 that they crossed the Atlantic. or:
 The Atlantic they crossed in record
 time.)
 3 The first letter he destroyed.
 4 The second letter he put into his
 pocket. (or: Into his pocket he put
 the second letter.)
 5 On the table was the letter.
 6 That he was punished so severely is
 terrible.
 7 To imagine him failing is very
 difficult.
 8 That he's done so well is perhaps not
 surprising.
 9 How he got here so fast I can't
 imagine.
 10 The problem is (that) he's useless.

- 2
 1 That this happened is incredible.
 2 It is amazing that she should want to
 leave so soon.
 3 That she should want to leave so soon
 is amazing.
 4 Where he went after the party is a
 mystery.
 5 How he escaped continues to mystify
 the police.
 6 That you believed him I find incredible.

- 3
 (1) is (2) point (3) What (4) fact

(5) point (6) chance (7) behaviour / students (8) question (9) Finding (10) I / we (11) Nor / Neither (12) metres / yards (13) consider / feel (14) an (15) out

- 4**
- 1 she walked and back came
 - 2 the most hectic department / of all the departments is
 - 3 my desk was a letter demanding my immediate
 - 4 he did it entirely without help is hard
 - 5 to have reached the final was a formidable
 - 6 fact remains that we are
 - 7 go the witches and on comes
 - 8 but most important / absolutely vital is

SECTION 2

check

1 X 2 F 3 B 4 X 5 F

Practice p 201

- 1**
- 1 It's 2 There's 3 it's 4 There's 5 It's
 - 6 There's 7 there's 8 It's 9 There's
 - 10 It's 11 It's 12 it's
- 2**
- 1 find it 2 me as 3 who think / find / consider it 4 it to 5 believed / accepted among 6 it to
- 3**
- 1 has just dawned on me what
 - 2 pity you didn't make it
 - 3 is hoped that
 - 4 end it transpired
 - 5 is every indication that the presidential party will
 - 6 is a good job
 - 7 sure to have been
 - 8 is no excuse for
 - 9 seems to have been
 - 10 is entirely up to you which restaurant

SECTION 3

check

1 W 2 W 3 C 4 X 5 C

Practice p 203

- 1**
- 1 (4) was 2 (2) is / was that I
 - 3 (3) that 4 (3) that 5 (1) What
 - 6 (3) that 7 (2) until 8 (4) but
- 2**
- 1 What happened is / was that you chickened out, isn't / wasn't it (or: didn't you)?
 - 2 What she did is / was upset all her

colleagues with her arrogance. or: What upset all her colleagues was her arrogance.

- 3 All that matters is that you do your best.
- 4 Where you went wrong / made a mistake is that you failed to / you didn't appreciate (the strength of) the competition.
- 5 What attracted him to this job is / was having authority over others.

- 3**
- 1 a Where we took him was (to) the hospital.
b It was to the hospital that we took him.
c The hospital is where we took him (to).
 - 2 a My GP is who(m) I went to see.
b It was my GP (who(m) / that) I went to see.
c The person (who(m) / (that)) I went to see was my GP.
 - 3 a It's the spices that are amazing.
b What is amazing are the spices.
c The spices are what is / are amazing.
 - 4 a It's the location that was important.
b What was important was the location.
c The location is / was what was important.
 - 5 a £15 was how much I spent on / had to pay for the ticket.
b It was £15 that I spent on / that the ticket cost.
c The amount I paid for / spent on the ticket was £15
 - 6 a How amazing he looks for his age!
b What is amazing is how young he looks.
c It is amazing how young he looks.

- 4**
- 1 when he removed his sunglasses that I recognised
 - 2 in moments of crisis that you find
 - 3 he tells his jokes that's funny / hilarious, not
 - 4 you are brought up that determines your accent
 - 5 he's likely to offer is

SECTION 4

check

- 1 A sharp fall in the value of sterling...speculation about the government's economic policy.
- 2 The total eradication of smallpox...the direct result of an intensive programme of immunisation.
- 3 a truth universally acknowledged...a single man in possession of a good fortune...in want of a wife.

Practice p 205

- 1**
- 1 size is the room exactly? (or: is the size of the room exactly? or: is the exact size of the room?)
 - 2 is the speed limit on motorways in Britain?
 - 3 would your reaction / do you think your reaction would be if such a thing happened?
 - 4 is your precise height? (or: is your height precisely?)
 - 5 is the distance from your house to the school?
 - 6 is the weight of this package?
 - 7 is his official standing / position in the firm's hierarchy?
 - 8 is the Government's official policy / position / stand on capital punishment?
- 2**
- 1 have 2 took 3 give 4 make 5 gave
 - 6 give 7 make 8 have 9 took 10 gave
- 3**
- 1 It has come as a shock to me that there was such a negative response to our proposals from the majority of members.
 - 2 The mayor has a reputation for taking pride in his appearance.
 - 3 In a soldier, the qualities of bravery, level-headedness and obedience are of paramount importance.
 - 4 There is sometimes a discrepancy between our outgoings and (our) earnings.
 - 5 There is a distinct possibility that she will not make a rapid recovery from her illness.
 - 6 There is no need (for you) to make any payment before receipt of the goods.
 - 7 She suffers from (a) lack of confidence.
 - 8 I really had every intention of making more (of an) effort this term, but I have met with no success.
- 4**
- 1 of a valid passport is obviously obligatory for
 - 2 have exerted (a) great / (an) enormous influence
 - 3 as little surprise (to me)
 - 4 is a constant threat of violence

SECTION 5

Pre-practice

- 1 utter: c, e sheer: a, d both: b, f
- 2 correct

Practice p 206

1

1 pure, sheer 2 sheer 3 one, very
4 greatly, deeply 5 unshakeable,
supreme 6 comprehensive 7 crass,
utter 8 out-and-out, outright,
downright 9 compulsive, inveterate
10 consummate 11 though, as
12 enough

2

1 e h l m n u v
2 a c f g i q w x
3 d j o p s t
4 b k r

3

1 The size of my opponent alone was enough to put me off.
2 No fewer than 85,000 people turned out to watch the Cup Final.
3 There is nothing unreasonable whatsoever about / in what they're asking of us.
4 The party was an unmitigated disaster from beginning to end.
5 You can pick up a pair of shoes for as little as £10 there.
6 Are you saying it was the employees themselves who suggested / came up with the idea of a pay cut?

4

1 b g 2 j k 3 a d 4 c e 5 f i
6 h l

5

1 A 2 C 3 B 4 A 5 D 6 C

SECTION 6

Pre-practice

1 a guns b inch c ground d heels e foot blank
2 a up b in c at d in e in between
3 give the exception is allowances (usually: make allowances)

Practice p 208

1

1 in two minds (as to) whether to
2 was adamant that he had done nothing / that we was not in the
3 bear / keep in mind her considerable contribution
4 girl of twelve / twelve-year-old she shows remarkable
5 give careful consideration to the pros
6 you until / till Friday to come to
7 sit on the fence on / over this issue for
8 put your foot down

9 am in a quandary as
10 at a loss to know what my next

2

(1) firm (2) in / way (3) for (4) in
(5) on (6) sway (7) ground (8) inch

3

1 When you're making an assessment of him, you have to make allowances for the fact (that) he's only fourteen.
2 We'll make an exception for / in the case of your child on the grounds that he already has a sister at our school.
3 I insist on (having) an en suite bathroom, whether (it's) in this hotel or any other you can find me.
4 I can't make up my mind whether to / whether I should stick to my guns on this matter or not.
5 You have to take into account the fact that not everyone is mad about football / football mad.

4

1 Despite 2 half 3 throw
4 give 5 however 6 rule 7 give
8 blank 9 admit / concede / accept
10 making 11 doubt 12 stuck
13 stayed 14 under 15 albeit

Exam practice 12

1

(1) best (2) On (3) What (4) problem / thing / fact (5) there (6) identical (7) top (8) as / though (9) That (10) coincidental (11) what (12) to (13) judgement (14) there (15) that

2

16 an enormous relief to me that
17 have I seen someone / anyone with such natural talent
18 was that secretary's rank incompetence
19 only through (his) sheer determination that he
20 believed in giving ground in the event
21 torn between speaking out and letting
22 what he has been through, his spirits
23 reason for not liking journalists is that
24 under the constant threat of violence
25 until the following week that we

3

26 unexpectedly 27 compulsive
28 totally 29 conservation
30 absurdity 31 indescribably
32 mercifully 33 infinity
34 inexpressible 35 unadulterated

4

36 A 37 D 38 A 39 C 40 B

Unit 13

Entry test

1

(circle:) (3) (had become)
(4) (couldn't have been) (7) (would sell)
(9) (had come)

2

a to Rita for shouting at
b Dominic not to get / Dominic (that) he shouldn't get
c (that) he was grateful for everything they had done
d to see what he could do about my working hours if I would / agreed to / if I would agree to
e if I would be able to make
f whether I might be able to get hold
g not to tell anyone about it
h no intention of taking all my
i he wasn't in a position to lend me any money at the moment, but (that) he would if he were / he would have done if he had been.
j on me / my going to stay / that I should go and stay with them

SECTION I

check

1 We'll be at the station by ten.
2 I've got to / I have to / I must wash my hair this evening.
3 Goa's in Africa (you know). (It is, believe me.)
4 I spent my childhood in Australia (you know). (It's true / I really did.)
5 I've given up studying English and I'm going to get married instead.

Practice p 215

1

1 was going? 2 was X 3 had been X
5 had X 6 he'd X 8 could, couldn't?

2

1 wants 2 was 3 had been
4 was / had been 5 didn't come
6 hadn't come 7 had ever visited
8 could take

3

1 In Softly Softly they / the man / the woman said they didn't actually stock what I wanted but there was a shop down the road that did.
2 In Disk Jockey they / the man / the woman said they normally kept them but they'd had a run on them and had sold out. They / He / She said they were expecting some in sometime next week / the following week.

- 3 In Apple Core they / the man / the woman said they only dealt with Apple Mac, so they wouldn't be able to help me.
- 4 In Surf'n Byte they / the man / the woman said they had something very similar but they couldn't guarantee that it would do what I wanted it to do.
- 5 In Graphics Unlimited they / the man / the woman said they thought there was a place not far from there where they might be able to help me and that a friend (of theirs / his / hers) had bought something similar from them the previous week.
- 6 In Softly Softly they / the man / the woman said I had been there a few hours before / previously and they still didn't stock them.
- 4
- 1 wished 2 hoped 3 had
4 thought / found 5 had
6 contributed 7 would / could
8 called 9 came 10 had / maintained / boasted 11 could
12 would 13 appreciated
14 regarded 15 was

SECTION 2

check

- 1 that 2 whether 3 if / whether 4 to 5 what

Practice p 217

- 1
- 1 e ...that she / he was definitely not resigning.
2 d ...that she wouldn't be able to pick me up.
3 a ...why I didn't have / hadn't got a road tax disc.
4 b ...that he didn't care whether I went (with him) or not.
5 c ...if / that / whether I knew when we were meeting next.
- 2
- (underline:) 1 a c d 2 a b d 3 a d 4 a b c 5 c d 6 d 7 b d 8 a d
- 3
- 1 a (that) he would be there (with them) in
b to be there (with them) in
2 a of employees being
b to overtime being (made)
3 a to tell the Tax Office everything if she didn't hand over the
b would tell the Tax Office everything if she didn't let him
4 a whether she really had / needed to
b allowed to
5 a (that) he had been unfairly

- b have suffered unfair / been subjected to unfair / received unfair

- 4
- 1 is suspected of being
2 is hoped that the epidemic will be brought
3 collected is reckoned to be nearing
4 said to have done more harm than

SECTION 3

Pre-practice

- 1 a Rumour b alleged c Apparently d Unconfirmed
2 a signify b tell c asking
3 in a high-pitched voice / at the top of his voice / as a joke / with a frown / to himself / with a touch of irony
4 up / in / spell / on / for / with
5 a signify b read c dropping d driving

Practice p 219

- 1
- 1 b 2 a 3 d 4 c 5 c 6 c
- 2
- (1) read (2) implying (3) putting (4) infer (5) Make (6) conclude (7) confirms (8) interpreted (9) jumping (10) judging (11) assume (12) quote
- 3
- 1 recognisable 2 reminiscent 3 statement 4 allegations 5 economical 6 inference 7 insistence 8 confession 9 apologetically 10 assurances
- 4
- 1 speak 2 out 3 Refer 4 out 5 touch 6 into 7 out 8 in 9 with 10 battle 11 match 12 down 13 out 14 into 15 round

SECTION 4

Pre-practice

- 1 (underline:) barked thundered roared snapped
2 (underline:) clampdown rock-bottom world-shattering dead-end
3 (underline:) miss and hit downs and ups shoulders and head lows and highs dance and song cheese and chalk

Practice p 220

- 1
- 1 roads 2 plants 3 flowers 4 the centre 5 light 6 up in the air 7 playing cards 8 the theatre

- 2
- 1 b 2 c 3 b 4 a 5 a 6 b 7 c 8 a 9 b 10 b

- 3
- 1 face 2 gear 3 front 4 fingers 5 straight 6 storm 7 line 8 boat

Exam practice 13

- 1
- (1) seen / regarded / quoted / given (2) that (3) laugh (4) reeling (5) it (6) admitted / confessed (7) likening / comparing (8) pointed (9) had / needed (10) As (11) made (12) chat / snack / meal (13) according (14) not / never (15) dissuade / discourage / stop
- 2
- 16 denied being / having been anywhere near (or: denied that he had been anywhere near)
17 asked us to refrain from smoking
18 is rumoured to have been spying
19 are suspected of helping / having helped
20 we went or not was of no
21 it to be known that resigning / resignation was far
22 to my / me borrowing the money if I promised
23 did you make of what he
24 rumour going (a) round that their divorce is
25 is generally agreed the problem of over-population cannot
- 3
- 26 C 27 D 28 B 29 B 30 A 31 A
- 4
- 32 point 33 game 34 speak 35 breath 36 spot 37 come 38 plain 39 bring 40 beat

Unit 14

Entry test

- 1
- a They busied themselves with the preparations for the concert.
b The director prides himself on never ignoring his employees' complaints.
c You don't have to commit yourself yet on the length of your stay.
d She drew herself up to her full height and looked down on us with contempt.
e If you don't want to join in the fun, suit yourself.
- 2
- a that the
b that the vast / a large

- c that what the
d responsible for not giving / allowing
e proved to / turned out to

3

- a emerged b standing c constitutes
d goes e drive f make
g be found h remained
i was knocked j grow

4

- (1) way (2) together (3) get /
break (4) stretches (5) to
(6) see (7) think (8) across
(9) think / look (10) up

SECTION I

check

5 X 2 ?

Practice p 227

1

- 1 He *blamed* himself for the contract being lost.
- 2 He *busied* himself with various mundane tasks.
- 3 She *prided* herself on her reputation as an old dragon.
- 4 He keeps *repeating* himself.
- 5 If you want to run 400 metres in under forty-eight seconds, you'll have to *exert* yourself more.
- 6 She *drew* herself up to her full height in order to intimidate him.
- 7 You really ought to *assert* yourself (more) in situations like that.
- 8 They *distanced* themselves from the project's failure.

2

- 1E 2J 3F 4H 5A 6C
7I 8D 9K 10B 11G

3

- 1 We *collided*. 2 We *embraced*.
3 We *fought*. 4 We *made up*.
5 We *married*. 6 We *split up*.

4

- 1 bring myself to give her details
- 2 to switch themselves on and off these
- 3 not contain myself when I saw them in
- 4 defend yourself convincingly when
- 5 help yourselves to anything / whatever / what you want
- 6 distinguished himself with his impersonation
- 7 should never let yourself be dragged down by
- 8 failing to apply himself to the work

SECTION 2

check

- 1 the fact that
- 1 to-infinitive
- adjective after intransitive verb
- verb followed by an adjective, or by to be + adjective
- 1 wh-clause

Practice p 229

1

- (underline:) 1 a b c 2 c d 3 a
4 d 5 a b c d 6 a b c 7 c 8 a

2

- 1 Don't rule out the possibility that he didn't do it alone.
- 2 The fact that he's never had a real father should be taken into (or: should be given) consideration.
- 3 The fact that he's had fifteen different homes shouldn't be overlooked.
- 4 It's of no importance that he's of royal blood, (but all the same...)
- 5 His fortune is estimated to be / total (or: It is estimated that his fortune is / totals) more than \$2 billion.

3

- (underline:) 1 a b c 2 a b c d f 3 a b d e
4 a b d f 5 a b d e 6 a b c d 7 a c e f h

4

- 1 D 2 B 3 C 4 A 5 A 6 C

SECTION 3

check

- 1 verb of movement
- 2 verb + way
- 3 verb + adverb
- 4 verb + object + prepositional/adverbial phrase
- 5 verb of position

Practice p 231

1

- (1) b (2) f (3) a (4) e (5) d (6) i
(7) k (8) c (9) h (10) j

2

- 1 creases...easily 2 have fallen dramatically
3 (has) reacted badly 4 eat healthily
5 run smoothly 6 are rising / have been rising steadily 7 start promptly

3

- 1 worked 2 find 3 lied 4 wormed
5 smashed 6 inched 7 dug 8 fought

4

- 1 B 2 B 3 A 4 A 5 C 6 A
7 C 8 C 9 A 10 A 11 A 12 B
13 A 14 A 15 D

SECTION 4

Pre-practice

- 1 a from b for
2 a of b of
3 a to b with
4 a at b under

Practice p 232

1

- 1 i 2 h 3 f 4 b 5 a 6 g 7 e 8 c
9 j 10 d

2

- 1 about 2 about 3 in 4 against
5 in 6 over 7 against 8 of 9 of
10 over

3

- 8 and 9

4

- 1 incumbent 2 prone 3 intent
4 devoid 5 reminiscent 6 inclined
7 inherent 8 impervious 9 conducive
10 conversant

5

- 1 in 2 By 3 without 4 out
5 under 6 for 7 out 8 on...on
9 in...with 10 out...out

6

- 1 to 2 with 3 for 4 out 5 off
6 at 7 from 8 about / regarding /
concerning / on / as to 9 against
10 on / to 11 in 12 with
13 to 14 to 15 to

SECTION 5

Pre-practice

- 1 a A floating voter b A confirmed bachelor c A compulsive gambler d A steely opponent e A firm believer in corporal punishment
2 (delete:) a ii) heart b i) toenails c i) newspaper
3 Who knows? Search me. Heaven knows. Don't ask me. I'm the last person to ask.

Practice p 234

1

- 1 b c 2 c 3 a b d 4 a b c
5 b 6 a b (d) 7 b c d 8 a c
9 a b 10 a b 11 c d 12 a d

2

- 1 It is my firm belief (or: I am of the firm belief) that what students know should be tested in formal examinations.
2 I was willing to believe that the taxi

driver knew London like the back of his hand.

- 3 We are in two minds as to whether to submit a(n) (full) account of what happened in detail or just a brief summary.
 4 After all this time I still have a working knowledge of French but I haven't a clue when it comes to German.
 5 I believe wholeheartedly that blood sports should be banned.
 6 He is no stranger to situations when / in which / where employees think they have a greater knowledge of how the company works than the boss does.
 7 Any conception of what life will be like a hundred years from now is beyond me.
 8 I couldn't possibly know / have known that their plans would be so sketchy.

3

- (1) A (2) C (3) B (4) B (5) C
 (6) A (7) C (8) C
 (9) A (10) D (11) B (12) B
 (13) C (14) B (15) A

Exam practice 14

1

- 1 to face (up to) the fact that
 2 takes enormous / great pride in his
 3 proved (to be) less reliable
 4 all escaped / emerged unscathed from
 5 better stick together in the crowd at
 6 is comprised of senior management and shop floor
 7 cannot ignore the fact that she lied
 8 are offering / have offered constitutes an increase of
 9 culminated in a fantastic display of
 10 up to his full height, he denied being

2

- 11 B 12 A 13 C 14 C
 15 B 16 A 17 B 18 D
 19 D 20 A 21 C 22 C
 23 A 24 C 25 D

3

- 26 by / with 27 well / convincingly
 28 mulling / pondering / worrying / fretting 29 on 30 bearing 31 of
 32 ourselves 33 as 34 way
 35 shake 36 themselves 37 over
 38 into 39 capable 40 for

Unit 15

Entry test

1

- (2) remember going (3) recall it being
 (4) ✓ (5) anticipate it getting (6) ✓
 (7) recommend ignoring (8) ✓

2

- a (apparently) claim not to
 b would induce me to eat
 c determined never to go there again as long
 d say you consider yourself worth
 e consented to be / to being interviewed
 f you to reconsider before handing
 g to reassess his weekly

3

- a treating b regarded / dismissed
 c double / function d rank / count / rate
 e exposed / denounced f regarded / acknowledged

SECTION 1

check

- 1 verb + bare infinitive (5)
 2 verb + to-infinitive (polite apology) (4)
 3 verb + object + -ing form (3)
 4 verb + -ing form (1)
 e verb + Perfect -ing form (2)

Practice p 241

1

- 1 c 2 h 3 b 4 f 5 a 6 e 7 g 8 d

2

- 1 having seen (seeing is possible)
 2 having more
 3 on putting
 4 being given
 5 borrowing money from
 6 hair going / turning
 7 having learnt (learning is possible)
 8 coming to work / turning up for work
 9 having / getting
 10 being led / taken / hurried

3

- 1 to take ✓ 2 to watch ✓
 3 meeting ✓ 4 to warn ✓
 5 to become ✓ 6 to leave ✓
 7 to entertain ✓ 8 lose, fall ✓

4

- 1 C 2 B 3 D 4 B 5 A 6 C

SECTION 2

check

- 1 verb + to be (2)

- 2 verb + Perfect infinitive (3)
 3 verb + for + object + to-infinitive (4)
 4 verb + bare infinitive (5)
 e verb + object + to-infinitive (1)

Practice p 243

1

- 1 inspired...to take up
 2 encouraged...to enrol / apply / sign up
 3 decided to go
 4 proved to be
 5 claimed to have worked
 6 longed to act
 7 hoped (or: was hoping) to attract / gain / come to
 8 dare (to) tell / warn / inform

2

- 1 proved ✓ / proved to be ✓
 2 dared to ✓
 3 Do you need to ✓ / Need you ✓
 4 dared ✓ / dared to ✓
 5 let us ✓
 6 help me ✓ / help me to ✓
 7 need to ✓
 8 made to ✓

3

- 1 moving to be 2 to leave sitting
 3 to bring of upsetting
 4 on following to visit 5 to inform enrolling
 6 to bolt doing
 7 shouting to have 8 tuning to do

4

- 1 induce me to be photographed / to have myself photographed / to let myself be photographed
 2 his honesty to be taken into
 3 to have been a (total / complete) breakdown in communication(s)
 4 to keep an eye on the house in
 5 thought by many to have few equals among
 6 (to be) a total waste of
 7 you show such hostility towards every

SECTION 3

check

- 5 (correct: act like kings)

Practice p 245

1

- 1 It is his misfortune to have been branded (as) a cheat by some newspapers.
 2 According to the Government the information is / can be / must be / should be / has been classified as top secret.
 3 His manner could have been interpreted as arrogance.

4 In several novels politicians have been depicted as pigs.

5 Having failed as a musician, Noel thought he would / decided to try his luck as an actor.

2

(underline:) 1 a d 2 a b 3 c 4 a b c
5 b 6 a b 7 b c 8 a b c 9 b 10 b c

3

1 for 2 for 3 as 4 - 5 like 6 -
7 - 8 for 9 as 10 as 11 for 12 like

4

1 never regarded stealing from the rich as
2 of being / I would be selected as
3 is generally thought to be the father of
4 account should I be dismissed as an
5 this (souvenir) as a memento of your
6 believed this device would act as a
deterrent

SECTION 4

Pre-practice

1 c bitterly 2 b cut-throat
2 a A competitive b B opponent
c D rivalry d E rival e C opposing

Practice p 246

1

1 rivalry 2 competitors 3 opposed
4 competitive 5 rivalled / rivals

2

1 competition
2 opposition
3 opposition
4 the competition (where *competition*
means 'all competitors') / the
opposition
5 competitive / opposed
6 opposed
7 competitor / opponent
8 an objection
9 confrontation
10 condemnation

3

1 raise
2 fiercely / violently
3 coming up against / meeting
4 fiercely / intensely / formidably
5 brushed
6 intense / fierce
7 met / came up against / are going to
meet / are going to come up against /
will meet / will come up against
8 beat
9 stimulate
10 objections

4

1 b 2 c 3 d 4 c 5 a 6 c 7 b

5

(1) contentious (2) incompatibility
(3) disagreements (4) insurmountable
(5) irreconcilable (6) confrontations
(7) disharmony (8) obstinacy
(9) hostility (10) competitive

SECTION 5

Pre-practice

1 a found b create c evoke d initiate
e pass
2 a conjure up b arouse c embark d form
e instil
3 1 a 2 d 3 c 4 e 5 b
4 a gone off b branched out c die out
d dried up e wear off

Practice p 248

1

(underline:) 1 c 2 b c 3 a b c 4 b
5 b c 6 b c 7 a b c 8 a 9 b 10 a

2

1 There is a strong possibility that many
beautiful animals are (or: will soon be)
facing extinction.
2 No one welcomes the introduction of
the new law.
3 They seem to think the creation of a
new supervisory body is (or: will be)
the solution to the problem.
4 The setting-up of the company was
celebrated with / at a special party.
5 This situation has only come into being
since Ian stood down as chairperson.
6 Only the demolition of those buildings
can save this area. or: The demolition
of those buildings is the only way to
save this area.
7 Our local MP lost his seat barely six
months after he had been elected.

3

1 few people / animals recover
2 year was the United
3 out by pesticides
4 into effect
5 the light of
6 get off the

4

1 set 2 went 3 shut / close
4 called 5 going 6 bankrupt
7 ended 8 failed 9 took
10 trading 11 motion 12 put
13 death 14 breathed 15 wound

Exam practice 15

1

1 eventually consented to being interviewed
by

2 (apparently) claim to have been treated
3 induce me to be photographed in a
situation
4 dare say they'll get the message in the
5 risk upsetting him if you say the
6 rank as one of the worst films that
7 my contributions were dismissed as
lacking

2

8 B 9 D 10 A 11 B 12 D
13 C 14 A 15 D 16 A 17 A
18 C 19 B 20 A 21 D 22 C

3

23 mind 24 fancy 25 as
26 bitter 27 form 28 wiped
29 up 30 opposed

4

31 pressure 32 irreconcilable
33 variance 34 contentious
35 opposing 36 agreement
37 competitive 38 liquidation
39 closure 40 bankruptcy

Progress test 1 p 96**1**

(1) in (2) over (3) can / may
 (4) take (5) become (6) all (7) are
 (8) have / need (9) is (10) expressed /
 displayed (11) repeated (12) forget
 (13) would / can / could (14) must /
 should (15) top

2

16 threatened
 17 unexceptional
 18 interminable
 19 rhythmically
 20 anxiety
 21 perception
 22 constructive
 23 Practically
 24 over-excited
 25 hyper-active

3

26 breath
 27 vision
 28 stark
 29 sound
 30 nick
 31 stick
 32 set
 33 face
 34 put
 35 bound

4

36 have been / got reimbursed if we
 hadn't taken
 37 had my car serviced (properly) for
 38 I realised what was going on, she had
 39 the first time we've had an argument
 40 little chance of a mistake like that being
 41 think you should have taken
 42 to have a flair for
 43 for you / your helping out,
 44 (a) slim chance of our / us winning
 45 time immemorial there has been

5

46 A 47 C 48 B 49 C 50 B
 51 C 52 A 53 D 54 D 55 C
 56 C 57 C 58 B 59 D 60 B

Progress test 2 p 178**1**

(1) herd (2) How / That (3) tuft / clump
 / mouthful (4) what (5) each (6) such
 (7) so (8) that (9) as (10) like
 (11) Not (12) so ('this' is also possible)
 (13) so (14) though / as (15) order

2

16 longer we delay, the less likely we are
 17 nowhere near as badly-off as they
 18 in cases of emergency should you call
 19 were (so) openly hostile towards her
 proposal
 20 for fear of having to
 21 what a pleasure it had been meeting /
 to meet
 22 intentions are nothing like as clear as
 23 the time (that) I've thought about / of
 24 make allowances for the fact (that) she
 is
 25 at such speed (that) he had

3

26 lacking 27 flock 28 ball
 29 rate 30 means 31 extent
 32 every 33 another 34 little
 35 stock

4

(36) substantial (37) Criminologist
 (38) employed (39) security
 (40) safety (41) mugger
 (42) apparently (43) immeasurably
 (44) lengths (45) deactivating

5

(46) D (47) A (48) B (49) C
 (50) B (51) C (52) D (53) C
 (54) B (55) C (56) A (57) C
 (58) C (59) D (60) A

Progress test 3 p 252**1**

1 occurred to me all of a
 2 should anyone take pride in / pride
 themselves on
 3 the lack of consultation that turned the
 workforce
 4 whose attitude to work is beyond
 5 using it regularly can you achieve /
 gain / attain proficiency
 6 would have meant (us / our) getting /
 having to get up
 7 should write off her ideas as
 unworkable
 8 place too much emphasis on students
 being
 9 her new hair-do cost her no less than
 10 dread to think what

2

11 know 12 blow 13 conviction
 14 competition 15 dead 16 very
 17 doubt 18 against 19 only
 20 beaten

3

21 founded / created 22 who
 23 set 24 that / which
 25 themselves 26 depended / relied
 27 which 28 to 29 while / from
 30 what 31 as 32 It 33 where
 34 calling 35 that / things /
 phenomena / events

4

36 financially 37 correspondingly
 38 repeatedly 39 astronomical
 40 excess 41 successful
 42 spectacular 43 interminable
 44 bidder 45 obscenity

5

46 C 47 C 48 C 49 B 50 A
 51 D 52 A 53 A 54 C 55 A
 56 B 57 D 58 B 59 D 60 C

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